

THE ROLE OF INTERACTIVE METHODS IN CONDUCTING PRACTICAL CLASSES ON THE SUBJECT OF HOSPITAL SURGERY

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DOI: 10.5958/2249-7137.2022.00472.4

ABSTRACT

Unlike traditional methods, interactive methods of teaching students most effectively influence the processes of mastering clinical knowledge complexes. The use of educational and clinical methods in the process of teaching the subject of hospital surgery significantly expands the reserves of clinical knowledge of students, with a simultaneous increase in their cognitive abilities.

KEYWORDS: *Interactive Methods, Teaching, Blitz-Control Method, Case Study, Hospital Surgery.*

INTRODUCTION

The use of interactive methods in the modern educational process is one of the important directions in improving the level of knowledge of students. Today, the main methodological innovations are closely related to the use of interactive methods of teaching. Interactive learning is a special form of organizing cognitive activity that has very specific goals. One of these goals is to create a favorable learning environment in which the student can serve to expand his or her success, the scope of intellectual thinking, which increases the efficiency of the learning process. [14,15,16,20]. Interactive teaching methods include methods that direct students to independently extract, process, and implement information presented in a particular didactic form. This type of training, unlike traditional ones, significantly enriches the knowledge bank while increasing students' creative thinking potential. The basis of interactive approaches in the educational process is the interaction of teachers and students. However, the main conditions for the implementation of the interactive method are: the presence of a clear goal in the coverage of the topic, direct and rapid exchange of information between teachers and students, a specific science-based database, equality in the distribution of functions; compatibility of the high level of knowledge and mutual understanding required to achieve [17,18,19,23].

Interactive learning allows you to solve several tasks at once, the main of which is to achieve learning goals, develop communication skills, which teaches students to work in a team, to listen to the views of colleagues. Interactive forms of education are usually divided into two types, imitation and non-imitation. Simulation techniques, including educational clinical games, place students in an environment that is very close to the clinical situations they encounter during the physician's practical work. In addition, it shapes participants' ability to make clinical observations, seals them in their memory, and increases their sense of responsibility for the

patient's fate on an intellectual level. Educational clinical games allow to systematically control the quality of professional development of students and to conduct a full and high-quality curation of patients [1,2,3,11,12,13].

Purpose. In view of the above, the task was set to compare the level of clinical knowledge of students using the interactive forms of "blitz control" and "case study". Clinical games of training - "blitz control" and "case study" were used to carry out the tasks set in the practical training of hospital surgery.

Materials and methods

The research was conducted at the Bukhara State Medical Institute as a measure to improve the quality of students' knowledge in the course of practical training in hospital surgery. Controls were rating indicators of students obtained using traditional methods of assessing knowledge in the field of hospital surgery. In terms of the number of groups of students involved in the study, the following was required: students, stages and types of knowledge assessment, as well as their individual ranking. In the process of current, intermediate and final controls, the level of knowledge was systematically checked using oral and written (crossword puzzles, tests, situational assignments, etc.) assignments.

Results and discussions

The sessions using the "Blitz-control" training game were characterized by high activity of the participants, which was partly due to the condition of its holding, which required the integral participation of all members of the group. The end of this learning game is very interesting, especially when the last pair of participants is left, which makes the students' interest in the topic even stronger. At the same time, the fact that this game is more dependent on the level of individual knowledge makes each student strive to increase their knowledge. According to the results, the "blitz-control" method served to increase and improve the level of knowledge of each student individually. This is especially true for the formation of qualities such as high levels of skill and creativity. However, the "blitz control" learning game does not serve to enrich the student's more theoretical knowledge, but especially to form the clinical knowledge required for the science of hospital surgery, and can lead to a lower level of student knowledge on the clinical part of the topic [1,3,24, 25,26], in order to overcome this situation, the student used the method of additional "case study" in order to improve clinical observation and practical skills. In the analysis of different clinical cases, students will have a ready-made solution that can actually be applied in other similar situations. As the number of cases to be analyzed increases, the possibility of using a ready-made decision scheme in one of the following situations of a similar nature increases. Consequently, it leads to the formation of skills to solve more serious problems selectively [7,20,21,22,23]. This interactive teaching method has helped to significantly increase the stock of students' theoretical and practical knowledge. He contributed to the maximum understanding of the importance of communication between physician and patient and to the improvement of clinical thinking capacity, as well as the ability to apply theoretical knowledge in a timely manner in their practice.

It should be noted that the successful implementation of the educational clinical game "case study" requires sufficient knowledge of the fundamental medical sciences, as well as the ability to perform large-scale surgical manipulations. This is due to the condition of collecting

subjective and objective data that is closest to the actual clinical situation. It should be noted that the case study educational clinical game is of great interest to all students. The knowledge gained with the help of this type of educational games is very perfect and corresponds to his level of knowledge and skills. More than half of the participants of the game clearly form the elements of knowledge and skills, and the rest have a mature level of knowledge and creativity. However, the clinical knowledge bank is enriched much faster, which is an important and unique advantage of this teaching method [5, 6, 8, 9,10]. The department has developed cases for various clinical situations, created the necessary equipment and special conditions for conducting educational clinical games. The teacher carefully monitors the progress of the learning game, strictly controlling every movement of the participants. Corrects them carefully in case of errors. The training game allows participants to discuss the role of each symptom in diagnosing a particular disease, discuss future examinations of such patients, and an operational treatment plan. At the end of the lesson, the teacher gives an objective assessment of the actions of each participant in the game, comments and evaluates the answers. He acts as an arbitrator, giving a detailed account of the misdiagnosed clinical observations and errors made by the students and giving advice on how to remedy them.

CONCLUSION

Summarizing the above, it should be noted that interactive methods provide both practical and theoretical enrichment of students' knowledge on the material covered, allowing them to apply this knowledge in practice in the necessary clinical situation, as well as allow students to quickly adapt to real and potential situations. It is important that the analysis of clinical situations has a strong impact on students' professional skills, contributes to their maturity, and forms a positive motivation for interest and learning. The use of interactive methods in the learning process, practice shows that it causes students to focus more on the main issues of the subject, which in turn serves to increase their practical and clinical knowledge.

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