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A value of educationally-pedagogical technologies is in the formation of clinical knowledge of students.

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Abstract: Today, the training of specialists with the proper level of professional readiness and rich intellectual potential, who have the ability to constantly improve themselves, replenish and expand their knowledge and skills on a daily basis, is one of the most important tasks of modern higher medical education. Since the object of the doctor's activity is a person, the requirements for his professional qualities have always been high when compared with other types of professions. And in this study, the use of OPT in the process of teaching the subject PVB significantly develops the baggage of clinical knowledge with a simultaneous increase in the cognitive ability of students, gives them creative independence, expands and strengthens the range of acquired practical skills. The most important, they are not forced to be accepted by the students. All this ultimately contributed to the assimilation of new theoretical and practical classes, improves the quality of training of future general practitioners.

Keywords: propaedeutic of internal diseases, interactive training, weak link, analysis of a critical situation.

Today, the training of specialists with the proper level of professional readiness and rich intellectual potential, who have the ability to constantly improve themselves, replenish and expand their knowledge and skills on a daily basis, is one of the most important tasks of modern higher medical education. Since the object of the doctor's activity is a person, the requirements for his professional qualities have always been high when compared with other types of professions. And in this study, the use of OPT in the process of teaching the subject PVB significantly develops the baggage of clinical knowledge with a simultaneous increase in the cognitive ability of students, gives them creative independence, expands and strengthens the range of acquired practical skills.

Most importantly, they are not forced to be perceived by students. All this ultimately contributed to the assimilation of new theoretical and practical classes, improves the quality of training of future general practitioners.

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the doctor's activity is a person, the requirements for his professional qualities have always been high when compared with other types of professions.

Target: Comparative assessment of the level of clinical knowledge of students acquired in the course of studying the subject of propaedeutics of internal diseases (PVB) using the forms of interactive learning (IAO) "weak link" and "critical situation analysis".

Research methods: To implement the tasks set in the practical classes on the subject of PVB, the forms of the IAO - "weak link" and "analysis of a critical situation" were purposefully used during the current semesters. The study was attended by third-year students of the medical-pedagogical and medical faculties of the Bukhara Medical Institute, in the amount of 48 people

Research result: Based on the conducted research, it can be concluded that the "weak link" and "critical situation analysis" forms of educational and pedagogical technologies (EPT) are quite acceptable for conducting practical classes on the subject of ESP. It should be noted that the used forms of OPT "weak link" and "analysis of a critical situation" differentially affect the formation of individual levels of knowledge.

Output: The use of OPT in the process of teaching the subject of PVB significantly develops the baggage of clinical knowledge with a simultaneous increase in the cognitive ability of students, gives them creative independence, expands and strengthens the range of acquired practical skills.

Keywords: subject of propaedeutics of internal diseases, weak link, analysis of a critical situation, educational and pedagogical technologies.

Relevance of the problem: Today, the training of specialists with the proper level of professional readiness and rich intellectual potential, who have the ability to constantly improve themselves, replenish and expand their knowledge and skills on a daily basis, is one of the most important tasks of modern higher medical education. Since the object of the doctor's activity is a person, the requirements for his professional qualities have always been high when compared with other types of professions. Of course, he is able to effectively solve the problems of professional activity, subject to the necessary amount of theoretical and practical knowledge.

As a rule, throughout the entire preparatory period of personnel in medical schools, special attention is paid to improving the potential of professional knowledge and the quality of performing medical skills and abilities. Unfortunately, a significant part of the existing arsenal of educational and pedagogical technologies (OPT) is sometimes powerless to encourage students to take the proper interest in mastering the most important practical elements of healing. Consequently, the course of the educational process in medical institutions needs to be modernized.

The now traced new round in the optimization of the educational process is associated with the growth of interest of teachers in the forms of interactive learning (IAE), which are a strengthening link in the potential of students' knowledge. Of course, the comprehensive development of higher medical education is impossible without the introduction of modern OPT, new teaching methods and original ways of improving them into the range of methodological skills of a teacher. Innovations, of

course, will give the educational process a modern look, significantly improve its quality and, most importantly, accelerate the pace of assimilation of the educational process being presented.

Considering the foregoing, this work was undertaken, the purpose of which was a comparative assessment of the level of clinical knowledge of students acquired in the course of studying the subject of propaedeutics of internal diseases (PVB) using the IAO forms "weak link" and "analysis of a critical situation".

Materials and methods of research: For the implementation of the tasks set in the practical classes on the subject of PVB, the forms of the IAE - "weak link" and "analysis of a critical situation" were purposefully used during the current semesters. The study was attended by third-year students of the medical-pedagogical and medical faculties of the Bukhara Medical Institute, in the amount of 48 people. The students included in the research circle were divided into two representative groups according to the total number of participants, with an average course rating score, stages and types of knowledge assessment and the identity of the selected topics.

The rating indicators of students obtained using traditional methods of knowledge assessment served as a control. The work was carried out as follows: the selection of topics and participating groups of students was carried out by the general consistency of the teaching staff, scientific topics were selected both from the general and from the special part of the PVB subject. The work was carried out in several stages. At the first stage, educational and pedagogical literature on a given topic was studied. The second stage was the control of acquired knowledge with the help of selected interactive forms of learning. The level of knowledge was systematically checked with the help of oral and written (crossword puzzles, tests, situational tasks, etc.) tasks in the course of current, intermediate and final examinations. The interactive game "weak link" was used in a modified version, the essence of which was as follows: the questions were divided according to the level of complexity into easy (), medium (), complex (). Their ratio in the general bank of questions was 1:2:1. The value of the allocated points and the time provided for the correct answers depended on the degree of complexity of the question and increased as the latter grew. Empirical (study of literature on given topics, pedagogical conversation, study and generalization of experience) and theoretical (building the course of the educational process, assessing the level of acquired knowledge, synthesis and comparison of knowledge and systematization) research methods were used in the work. Classes were held in a relaxed atmosphere without the presence of other teachers. In the course of the training, there was a high activity of the participants. They willingly joined in contact and with desire talked about the benefits of this kind of training. Experts and leaders of groups, types of relationships among students in each group, as well as how leadership affects learning activities were easily distinguished.

Results and their discussion: In the course of the research, the following results were obtained. It was found that the forms of IAO, in contrast to the traditional ones, generally had a more effective effect on the process of assimilation of a complex of clinical knowledge. In addition, they clearly differed in the individuality of the nature of the action on the formation of well-known levels of knowledge. So, if traditional

teaching methods influenced development mainly at the initial levels I (knowledge-acquaintance) and II (knowledge-copy) levels, then the forms of IAE - on more advanced III (knowledge-skill) and IV (knowledge-creativity) and their forms.

The value of the IAO "weak link" method was that it helped to unite the members of the group. It increased the sense of individual responsibility of each participant for the fate of the team, thereby gradually developing the skills of collegiality. This makes it possible to turn the solution of a problem not into a competition (when participants claim that their own ideas are accepted), but into joint work, when the problem itself becomes the main opponent, and not another member of the group.

In addition, classes conducted with the use of the "weak link" OPT were noticeably distinguished by the high activity of the participants. Of course, this was partly facilitated by the conditions for conducting this form of IAO, requiring the indispensable participation of all members of the group. Along with this, the possibilities that influence the formation of individual levels of knowledge turned out to be far from equal. As follows from the data obtained during the control of mastered skills, the interactive game "weak link" contributed to the improvement of I (acquaintance) and II (copy) levels of knowledge. It did not particularly affect the formation of more advanced levels (III-skill and IV-creativity). The latter significantly limits the possibilities of using the educational game "weak link". To achieve the desired result, the choice of a real educational game should be differentiated taking into account the specifics of a particular lesson.

Somewhat distinctive were the results obtained by using the IAO form "analysis of a critical situation". This interactive educational game contributed to a significant increase in the baggage of both theoretical and practical knowledge of students, the maximum understanding of the meaning of the dialogue between the doctor and the patient and the development of clinical thinking, as well as the ability to timely apply theoretical knowledge in their own practice. It should be emphasized that the successful implementation of this form of OPT requires a fairly large amount of knowledge in fundamental medical disciplines, as well as a wide range of medical manipulations. This is due to the condition of collecting and interpreting subjective and objective information, which we tried to bring as close as possible to the real clinical situation. There was also another an equally important positive quality of a real educational game. Among the participants-"players", the number of people who are fluent in physical research methods has steadily increased, and most importantly, the quality of their implementation has improved, which corresponds to the goals and objectives of the subject of propaedeutic therapy. The disadvantages of this educational game, first of all, include the lack of the possibility of active participation of all members of the group.

The department has developed scenarios for various clinical situations with a clear definition of the responsibilities of each member of the study group. Along with this, special conditions have been created with the means of equipment necessary in the course of conducting individual forms of the PNA. The teacher vigilantly monitors the course of the educational game, controls every action of the participant. In cases of error, it is corrected in a timely manner. At the request of the situation, he

often introduces additional information that complicates the clinical situation. In the course of the educational game, participants are allowed to discuss the significance of each symptom in the diagnosis of this disease, the plan for the upcoming examination of such patients. Summing up the lesson, the teacher gives an objective assessment of the actions of each participant in the game, comments on the answers, and corrects the survey plan.

On the basis of the conducted research, it can be concluded that the “weak link” and “critical situation analysis” forms of OPT are quite acceptable for conducting practical classes on the subject of WSP. In addition, the scale of the temptation of the taught educational material is significantly increasing, which draws the participants into the circle of the problem under consideration as much as possible, and most importantly, forces them to complete dedication, inflating the gambling excitement of each lesson. It should be noted that the used forms of OPT “weak link” and “analysis of a critical situation” differentially affect the formation of individual levels of knowledge. So, if the first of them contributed to the predominant growth of I and II, then the second - III and IV levels of knowledge. Taking into account the latter, the choice of the method of the educational game should be carried out in accordance with the purpose and objective of each lesson. From here, we consider it expedient to use the interactive game "weak link" in the course of learning topics, general. And the other one is “analysis of a critical situation” as a special part of the PVB subject.

Thus, the use of OPT in the process of teaching the subject of PVB significantly develops the baggage of clinical knowledge with a simultaneous increase in the cognitive ability of students, gives them creative independence, expands and strengthens the range of acquired practical skills. Most importantly, they are not forced to be perceived by students. All this ultimately contributes to the assimilation of new theoretical and practical classes, improves the quality of training of future general practitioners.

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