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EVALUATION OF THE EFFECTIVENESS OF USING INTERACTIVE METHODS IN PRACTICAL TRAINING

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Abstract: The article presents the results of the comparative effectiveness of the interactive teaching methods "SWOT" and "Three-stage interview" on the subject of propaedeutics of internal diseases for 2-year students of the Bukhara State Medical Institute.

Key words: Interactive, SWOT, Three-stage interview, propaedeutics of internal diseases, practical exercises.

Creative, socially active, highly spiritual, professional, loyal to the motherland, brought up in the spirit of national and universal human values, able to think creatively and independently by implementing the latest achievements of science in increasing the effectiveness of the educational process in higher educational institutions. It is intended to fulfill important tasks such as raising a well-rounded person and a highly qualified specialist who feels his duty and responsibility before the state and society, inculcating the idea of national independence in their minds and hearts. The successful solution of these tasks in the process of education, modern pedagogical technologies, innovations, new pedagogic-psychological concepts, interactive methods are mastered and used by the teacher, which fundamentally changes the content of education. A modern teacher should understand that he should not be an "actor" in the course of the lesson, but rather a "director".

He will have to organize his pupils-students to look at science from a creative point of view, to form in them feelings of inquisitiveness and, of course, to organize a lesson using new pedagogical technology methods. Interactive methods do not require excessive mental and physical effort, imply the goal of achieving high results in a short time. Conveying certain theoretical knowledge to students during the lesson requires high skill and speed from the teacher, formation of skills and competence in certain activities, control and evaluation of student knowledge [5,9].

The reforms carried out in our country in recent years are also reflected in the system of health care, medical education and training of personnel, this is the adoption of the concept for 2019-2025, the adoption of a number of normative documents on the organization of the system of continuous training of medical-sanitary and pharmaceutical personnel. found its expression. Decree of the President of the Republic of Uzbekistan dated May 6, 2019 No. 4310 "On measures to further develop the system of medical and pharmaceutical education and science", dated April 7, 2020 "Introduction of a completely new system of personnel training and continuous professional development in the medical and sanitary field -events" No. 4666, Order No. 160 of the Ministry of Health dated June 15, 2020 "On the further improvement of a number of regulatory documents on the establishment of a system of continuous training of medical-sanitary and pharmaceutical personnel" are among them.

These documents became significant as they were aimed at improving the system of professional development of medical and sanitary workers, preparing personnel with mature and deep knowledge in the field based on modern educational standards, providing medical organizations, primary medical and sanitary care institutions with professional personnel, and increasing the position of professors and teachers of medical educational institutions. [8,10].

The use of modern interactive methods in this process is currently relevant. The concept of "interactive" comes from the English word "Interact" ("Inter"- "together" "act" means "influence". It turns out that "interactive methods" means the interaction of students. "interactive teaching method" refers to the form of cooperative activity of students The essence of the interactive method is the interaction of all students and the teacher [2]. Training of qualified competitive specialists who do not lag behind scientific and technical development is one of the urgent issues facing the professors of higher and special educational institutions. Also, in modern higher education, it is necessary to reform the methods of teaching in order to train talented professionals [1]. In groups, methods that harmonize the learning process (situational problems, clinical work games, contests, SWOT, fish skeleton, how, Venn diagram, etc.) are used. The use of these methods allows students to deeply study the pathogenesis, clinic, and treatment bases of diseases that are common in medical practice [3,4,7].

The purpose of using this method is to train students to think clinically and apply their knowledge to specific situations.

Nowadays, the flow of scientific information that students have to master is constantly growing. In this regard, it is necessary to find ways to improve the organization of the educational process, in which the student and the listener will strive to develop their abilities and opportunities to the maximum, and will have to use all their strength to acquire knowledge. Today, the rapid development of the fields of science, technology, information and communication technologies, production requires the employees of the educational system to raise the quality of education to a new level in terms of content, in which the effective use of innovative technologies is required, every employee of the system, especially medical personnel, imposes higher responsibilities and duties on pedagogues [8].

The variety of problems to be solved by future specialists in the process of training a general practitioner will be related to educational methods (clinical audit, performance of skills, evidence-based medicine, etc.). Through thorough study of these techniques, the student is required to acquire sufficient high-level clinical reasoning skills essential to the practice of medicine. They assume that students are seriously prepared in advance for training, work with literature, medical documents, the ability to critically evaluate previous information and be able to defend their opinion in front of the audience [6,10].

The acronym SWOT was first introduced by Professor Kenneth Andrews at the Harvard Business Policy Conference in 1963. In 1965, four Harvard University professors - Leraned, Christensen, Andrews and Guth proposed the technology of using the SWOT model for the development of the company's behavior strategy. The LCAG scheme (based on the initials of the authors' names) was proposed, which is based on a sequence of steps leading to the choice of a strategy [2].

The use of new pedagogical technologies and interactive methods in the optimization of the educational process leads to the improvement of the evaluation of the student's clinical knowledge [1,2,3]. Teaching practical skills in medical schools and evaluating its performance requires a special approach [7,10]. Medical education cannot be comprehensively developed without the application of modern pedagogical technologies, new types of teaching and improved methods [4,5,6]. The proposed "SWOT" and "three-step interview" methods are considered important for students to acquire and improve clinical knowledge [8,9,10].

Purpose of work. Studying the effectiveness of the interactive method of "SWOT" and "Three-step interview" in practical training for students.

Material and methods. The efficiency of interactive methods was analyzed according to the indicators in the practical training for the students of the "Propaedeutics of Internal Diseases" taught in the 2nd year at the "Propaedeutics of Internal Diseases" department of the Bukhara State Medical Institute. In order to achieve the set goal, the performance indicators of interactive and traditional trainings were evaluated in two representative groups with almost equal rating indicators and exactly the same subjects. The results of 4 practical exercises on diseases of respiratory organs were compared. All students were evaluated by the group science teacher and leading specialists of the department in terms of their level of knowledge and rating indicators. Students were divided into two groups: in the first group, the "SWOT" method was used in 4 topics (21 students), in the second group (22 students), the "Three-step interview" interactive method technology was used.

SWOT analysis is a strategic planning method, which consists in determining the factors of the internal and external environment of the organization and dividing them into four categories: S - strengths, W - weaknesses, O - opportunities, T - threats. Strong (S) and weak (W) aspects are factors of the internal environment of the object being analyzed (that is, what the object itself can influence); Opportunities (O) and threats (T) are environmental factors (that is, those that can affect the object from the outside and are not controlled by the object). For example, the company controls its sales assortment - this is an internal environmental factor, but the sales laws are not controlled by the company - this is an external environmental factor [7].

The structure of the SWOT analysis method. Table 1

	Positive effect	**Adverse effect**
Indoor environment	S trends (characteristics of a project or team that give it an advantage over others in the industry)	W Weaknesses (features that weaken the project)
External environment	O opportunities (external probable factors that provide additional opportunities to achieve the goal)	T threats (external possible factors that can make it difficult to achieve the goal)

The object of SWOT analysis can be not only an organization, but also other socio-economic objects: economic sectors, cities, state institutions, scientific fields, political parties, non-profit organizations (NPO), individual specialists, individuals, etc. [2, 7].

In the "SWOT" method, problems are brought to the attention of students, they quickly analyze together and give an answer in 4-5 minutes. For example, in the case of bronchial asthma (BA), causative factors, damage to organs, information on concomitant diseases were studied.

SWOT-analysis on the use of ß₂ agonists in the treatment of bronchial asthma

Strengths 1. Safe, wide choice 2. Used in bronchial spasm 3. Used in bronchial asthma 4. Non-invasive method 4. The patient can receive the treatments after passing all the examinations and after the recommendation of the specialist 5. Does not require special training	Weaknesses 1. Increased blood pressure 2. Tachycardia, arrhythmia 3. Hyperglycemia 4. Inconvenience of the 5. technique for the patient 6. Mental inclination
Opportunities 1. Inexpensive, easy to find 2. The possibility of use in combination is high 3. Effectiveness increases when used with other group of drugs 4. Improves the functional state of the bronchi 5. Normalizes the patient's tone, improves the quality of life	Threats 1. Severe shortness of breath 2. Severe lung-heart failure 3. Status after asthmatic status 4. Marked hypercalcemia 5. Breastfeeding 6. Early childhood 7. Expressed chronic hepatitis 8. and liver cirrhosis

In the "three-step interview" method, students of three people in each group were divided into small groups, in which the first "doctor", the second "patient", and the third "expert-doctor" played the role. 10-15 minutes were allocated for playing the role. In this, a group of "experts" evaluates the actions of the "patient" and "doctor", in which "what was done correctly", "what went wrong?", "How to do it?" analyzed, then discussed by the teacher. The "SWOT" method was used to teach the topics of the general part of the subject, and the "Three-step interview" method was used to teach the special sections. The level of students' knowledge and its consistency were studied in questions and answers, written works, test results, intermediate and final evaluation results. Questions of the "SWOT" method (α1, α 2 and α 3) were asked.

Results and analysis. According to the results of the investigation, the "SWOT" and "Three-step interview" methods had different effects on the formation of students' knowledge level. This was evidenced by the analysis of the results of the control work obtained in academic groups. Based on the obtained evidence, it appears that the "SWOT" method has shown the development of students' verbal and quick thinking in the analysis of acquired knowledge control. In 14 cases (66.7%) of the "SWOT" interactive method, the skills of oral speech in acquiring clinical knowledge were formed, and in 6 cases (28,6%) the skills of clinical observation were formed. gives, which is related to the topic, i.e. risk factors of BA patients (picture), damage to organs due to disease, especially useful for students to learn materials related to comorbidities, the method is important only for the theoretical part of the training, and will not be important enough to acquire practical skills.

Significant positive changes were observed in the students of the II group compared to the students of the 1st group according to the learning results during the lesson. It was found that students playing the role of "patient" studied the symptoms of the disease as deeply as possible, mastering subjective information about the patient reached 75%, a significant difference was observed from students who did not play this role ($p<0,005$), and students playing the role of "doctor" with subjective information objective data - palpation, percussion, auscultation skills were carefully studied in one row, and practical skill implementation

reached 78%, the difference between them according to the physical examination method was significant compared to those who used this skill in the traditional way (p<0,005).

The mutual activation of the students who played the role of "doctor" during the performance of practical skills was clearly felt. Also, mastering the results of laboratory-instrumental examinations increased by 27% among students, helped them to learn how to behave in front of the patient.

Students playing the role of "experts" have noticed errors and shortcomings in time along with positive achievements, and have studied relatively thoroughly the quick measures to prevent or eliminate them. The disadvantage of the method is that not all participants could actively participate in the learning process. Consequently, the Three-Step Interview method allows students to think freely and increases the rate of acquisition of clinical thinking and practical skills. In the students of group I, the speed of learning the causative factors and symptoms of clinical conditions increased reliably by 2I% (p<0,05), they felt relatively free during the lesson, learned to analyze achievements and shortcomings, independent thinking, and the index of mastering practical knowledge was II. It was found that it was significantly behind the students in the group (p<0,005).

The analysis of the results obtained above shows that the "SWOT" method helps students to strengthen their theoretical knowledge and to be quick, while the "Three-step interview" method helps them to make clinical observations and acquire practical skills.

Advantages and disadvantages of the method

- SWOT analysis is effective for initial assessment of the current situation, but it is not a substitute for strategy development or qualitative analysis of dynamics.
- Strengths of SWOT analysis: it is a universal method and is used in various fields of medicine, economy and management. It can be adapted to the object of study at any level (product, enterprise, region, country, etc.).
- It is a flexible method with a free choice of elements to be analyzed depending on the objectives (for example, you can analyze disease-causing factors from the point of view of area-specific factors or only from a regional point of view, etc.).
- It can be used for both operational evaluation and long-term strategic planning.
- Using the method, as a rule, does not require the presence of special knowledge and narrow profile education.
- Disadvantages: SWOT analysis shows only general factors. Specific measures must be developed to achieve the goals.
- Often, SWOT analysis does not identify primary and secondary factors, they only lists the factors without a detailed analysis of the relationship between them.

Analysis gives a static situation rather than seeing development in dynamics. The results of the SWOT analysis are usually presented in the form of a qualitative description; quantitative parameters are often required to assess the situation. SWOT analysis is a subjective method that depends on the position and knowledge of the person conducting it.

To conduct a high-quality SWOT analysis, it is necessary to attract a large amount of information from various fields, which requires a lot of effort and costs. The purpose of the SWOT analysis is to provide a structured description of the situation in which a decision needs to be made. Conclusions and recommendations based on it are auxiliary information and do not have priority, they are not considered the main ones.

- To make the method more complete, it is also used to create variants based on the generalization of disease symptoms. For this, various combinations of environmental factors and internal characteristics of the symptoms of the disease are constantly taken into account. All possible pair combinations are considered and those that should be taken into account when developing a strategy are distinguished. SWOT analysis usually does not include economic categories, so any organization, individuals and countries to create strategies in various fields of activity can use it.

It follows that the "SWOT" method is convenient for passing the theoretical part of practical training, and the "Three-step interview" method is convenient for passing the practical part.

Summary:

1. "SWOT" and "Three-step interview" methods have different effects on the formation of students' knowledge.
2. It is necessary to clearly define the interactive method for each subject and approach accordingly.
3. "SWOT" method corresponds to the theoretical part of training, teaches the student to think quickly. The "three-step interview" method is tailored to the specific part of the subject and helps to master practical skills.

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