

METHODS OF TEACHING OBSTETRICS AND GYNECOLOGY TO MEDICAL UNIVERSITY STUDENTS USING INNOVATIVE TECHNOLOGIES

Yusupova Dildora Uktamovna

Department of Physiology of SamSMU, Uzbekistan

Annotation

The article provides information on the methods, methodology and content of teaching gynecology and obstetrics on the basis of team training to students of medical universities.

Keywords: medical universities, student, gynecology, obstetrics, innovative technologies, team training.

Relevance

Currently, in medical educational institutions, there is a priority for the introduction of innovative educational technologies in the educational process. Their use is the basis of continuous self-education and self-study throughout life.

The main types of classes held at universities include a seminar, a laboratory lesson, a workshop, research work of students and a study tour. Currently, new teaching methods are being introduced into the educational process, allowing students to learn the material more deeply. One of these methods is team training (TBL).

Team learning is an educational strategy developed in a business school in the early 1990s by Dr. Mikaelson, who wanted to realize the benefits of learning in small groups with a large number of students in the classroom.

This method of teaching is aimed at students of various specialties of the medical university and is aimed at a teacher who promotes active and effective learning.

The educational process in medical universities is aimed at achieving final results if conditions are created that motivate students to prepare for classes and actively engage in an exchange of opinions. Three key points (L.K.Michaelsen, 1998) in the organization of such work will help the teacher to create these conditions: the development of individual and group responsibility, the use of tasks that link and mutually strengthen individual, group work and discussion in the classroom, the use of clinical situations that stimulate the exchange of views within and between groups. All these points are organically incorporated into the technology of team-oriented learning (TBL).

The purpose of the study:

1. Analysis of the choice of method and methodology of teaching clinical disciplines at a medical university.

2. The correct choice of the method of teaching obstetrics and gynecology to students using innovative technologies.
3. To study the advantages of team-oriented learning (TBL).
4. The possibility for students to have an unlimited number of repetitions while practicing skills that allow them to be carried out to automatism.
5. Lack of fear among students to make a mistake.

Material and methods of research:

In the Department of Obstetrics and Gynecology, several classes were held using various teaching methods for the purpose of scientific research, with students of medical universities in preclinical training rooms and training halls.

The research process was carried out at the Department of Obstetrics and Gynecology during the implementation of special methods of obstetric research. At the same time, the group was divided into several subgroups (development of skills for working with small groups), each of which performs a specific task. Eg:

Group 1 - algorithm of manipulations in determining the external size of the pelvis.

Group 2 - algorithm of manipulations of fetal auscultation.

Group 3 - determination of pregnancy signs.

Group 4 - determination of the term of pregnancy and the expected date of delivery.

After explaining the procedure performed, the groups change places among themselves. As a result, each group performs all the procedures included in the curriculum.

Thus, the proposed form of the lesson allows you to focus on learning in small groups, where students do individual work before classes, and teamwork is performed during classes.

The results of the study and their discussion.

The organization of training was built from simple to complex: from specialized mini-trainings in each specialty, communication classes on professional communication skills in emergency situations to multidisciplinary classes using high-realism simulators. With this form of activity and the stages of learning from simple to complex and modeling an emergency situation that immerses them in an atmosphere close to real practical activity, students have the opportunity to analyze and repeat the action many times, correcting it after debriefing at each stage.

In this way, teachers try to develop students' clinical thinking and the ability to independently analyze various situations. In this regard, active teaching methods are widely used in the educational process: group work, role-playing and business games, situational tasks, round table seminars, brainstorming, etc.

Teamwork during classes allows students to actively participate in the processes of gaining knowledge and experience, interact with the learning environment, develop clinical thinking, as well as creatively approach the task.

During the study of obstetrics and gynecology, students independently supervise maternity and gynecological patients, draw up an educational history of childbirth or a medical history, which they present at the test class.

Communication with patients teaches students the basics of medical ethics and deontology, educates positive medical behavior, accuracy, discipline.

Conclusions

By the end of classes, students will be able to:

1. Identify the leading symptoms and syndromes using basic and additional research methods;
2. Form a clear clinical question based on the PICO principle;
3. Use the protocol of diagnosis and treatment according to the selected nosology;
4. Determine the necessary list of diagnostic and therapeutic procedures for the patient, using evidence levels;
5. Clearly state the information obtained during the survey.

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