SIMULATION TRAINING METHODS FOR THE DEVELOPMENT OF PRACTICAL SKILLS OF MEDICAL STUDENTS

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Annotation: Considers the need for simulation teaching methods in teaching therapy at a medical university. The authors present arguments in favor of the combined use of virtual technologies with classical methods of mastering practical skills.
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Introduction. In order to provide practical support for the development of theoretical material in medical universities of the Andijan region, following foreign
educational institutions, a large number of virtual technologies began to be rapidly introduced into the educational process.

Literature review. Simulation training at a medical university is an innovative technology of modern realities of the educational process. Its purpose is to master, improve and control the formation of practical skills and abilities necessary for professional activity and the formation of competencies of a specialist doctor in accordance with professional standards and qualification requirements. Today, clinical departments of medical universities are faced with the problems of teaching and acquiring practical skills by students in clinical departments, especially therapeutic profile. Clinical departments of medical universities, especially of a therapeutic profile, when conducting seminars, face the problems of teaching and mastering practical skills by students at the bedside. Among them are the most significant:

− lack of consent of some patients to be interviewed and examined by students, even in the presence of a teacher;

− inconsistency of the existing pathology in patients with the thematic plan of practical training at the time of curation;

− the disproportionality of the number of patients to the number of clinical situations being analyzed;

These problems are eliminated when using various models, simulators, phantoms, dummies, virtual simulators and other technical means in training.

In addition, when using simulation training methods, compared with working with patients, other positive aspects are revealed:

1) Unlimited number of manipulations with honing skills.
2) The possibility of repeating after analyzing technical errors.
3) Modeling of various clinical situations taking into account the phenotypes of diseases.
4) Minimizing the possible risk as a result of improper actions.

All this necessitates the wider introduction of virtual technologies into the learning process of students at clinical departments of medical universities.

The main part. To date, it uses simulation teaching methods in the educational process to prepare students of medical and pediatric faculties to participate in professional therapy competitions of various levels, orientation and profile. To do this, students under the supervision of the teacher of the department responsible for their training and the staff of the simulation center hone their practical skills:

− physical examination (basic skills of percussion and auscultation of the lungs and heart, assessment of heart rate data, respiratory movements, pulse, blood pressure in a variety of clinical situations);

− electrocardiography (with interpretation of electrocardiograms for coronary heart disease, including myocardial infarction, rhythm and conduction disorders);
− providing emergency medical care for certain urgent conditions;
− cardiopulmonary resuscitation.

In addition, when mastering practical skills, a combination is used the above-mentioned methods of simulation training in various clinical situations, close to real conditions with the task of establishing a diagnosis, prescribing an examination and treatment plan, with an assessment of personal and team work of students. This allowed students to prepare and show a high level of theoretical and practical knowledge in professional competitions, including Olympiads, of various levels in the sections: solving situational problems, ECG diagnostics and emergency and emergency medical care.

Conclusions and future prospects. Thus, the use of simulation training tools at the stage of preparation for professional competitions for students is an important element of extracurricular work. It must be implemented in the teaching of therapy (seminars, tests and exams), both in the conditions of the simulation center and at the department.