International Online Conference on " Social Sciences and Developments"
Novateur Publications, Pune, Maharashtra, India
JournalNX- A Multidisciplinary Peer Reviewed Journal
ISSN: 2581-4230, Website: journalnx.com
5th December,2021

SIMULATION TRAINING: FEATURES OF TEACHING CLINICAL DISCIPLINES

Abdurakhimova Lola Anvarovna
Tashkent Medical Academy, Uzbekistan

Annotation

This article provides data on the features of simulation training in the development of medical education. As well as the principles for the implementation of the simulation process, the main stages and features of teaching clinical subjects.

Key words: simulation training, medical education, simulation center, clinical disciplines.

Introduction

The quality of medical care to a patient depends not only on the modern equipment of a medical organization, but, first of all, on the level of specialist training. A medical worker's lack of professional knowledge and skills for the application of the latest methods of treatment and diagnosis of diseases, approaches to rehabilitation, the application of the achievements of medical science leads to disastrous results, and the lack of training of health professionals negatively affects the efficiency of using the resources of a medical institution, training new personnel and ensuring the continuity of generations of specialists.The need for continuous improvement of the qualifications of medical and pharmaceutical workers has repeatedly become a topic of discussion in professional communities and legislative bodies [1,5].

Over the years of independence in the Republic of Uzbekistan, a huge amount of work has been done to reform the entire education system, including the health personnel infrastructure. At the same time, an extremely important role in improving the quality of medical care and the formation of a highly qualified specialist is assigned to the issues of advanced training and retraining of doctors, the introduction of new pedagogical technologies and innovations, modern technical teaching aids using information technologies [2].

Simulation training in the medical education system is one of the innovative directions in the practical training of doctors of primary and secondary health care. In the Republic of Uzbekistan, a phased creation of simulation centers is underway, which is a necessary step for the acquisition and improvement of professional skills by students and doctors of various specialties. The introduction of simulation training of professional activities for students can change the situation in the training of medical workers, it allows to form the skill of practical work in real time without consequences for the patient's health [3,6].

Purpose

To train future specialists in the TMA simulation training center, modern simulators were purchased - robots, dummies, phantoms and mannequins, virtual simulators and other technical training aids. The Department of Internal Diseases of the Tashkent Medical Academy is a clinical department for senior students of the medical and medical - pedagogical faculty. The department is faced with the task not only to conduct theoretical training of students before coming to practice in the hospital, but also to form the practical skills and abilities necessary for the work of medical personnel, including the skills of a general practitioner.

Material and Methods

As part of the discipline, students - graduates pass the whole range of practical skills, from the simplest to complex manipulations. The mastering of practical skills during the lesson provides for the study of the general scheme of the manipulation algorithm, the means and equipment necessary for its implementation, the most common errors are analyzed and the means of their detection and prevention are discussed.

The teachers of the department, within the framework of the discipline "Internal Medicine", have developed special sheets for step-by-step implementation for each practical skill, as well as pictures, tables, algorithms and videos for the sheets, which made it possible to optimize this process. The sheet consists of the following parts: the preliminary stage of manipulation, which includes interpersonal communication skills, the main stage of manipulation and the stage of completion of the manipulation, data registration.

The practical lesson is carried out in the following stages:

1. Self-training of students on the topic and on practical skills;
2. Setting goals and learning objectives of the practical lesson - briefing;
3. Training, during this stage of technical skills, simulators, phantoms, dummies, etc. are used.
4. Debriefing - analysis of the situation, analysis of actions, analysis of errors.
5. Verification - evaluation and feedback.

When teaching the discipline "Internal Diseases", the topics of the Sinar lesson are formed on the basis of a syndromic approach.

This area includes the following cycles: the basics of family medicine, cardiology, pulmonology, gastroenterology, nephrology, rheumatology, geriatrics. During the training, the teacher gives situational tasks for various syndromes, for example, chest pain, palpitations, heart murmurs, cough, sputum production, shortness of breath, dysphagia, dyspepsia, abdominal pain, hepatomegaly, jaundice, changes in urinary sediment, back pain , joint syndrome and fever.

Conclusions

Training and practicing skills in the simulation center enables each student to carry out elements of their future medical practice in accordance with the established requirements. Each student has the opportunity to participate in the discussion of clinical situations and repeatedly practice practical skills, bring them to automatism. Independent and repeated execution of manipulations allows you to improve the execution technique, increase confidence in actions, and reduce the number of errors.

References

1. Modern trends in the educational process at a medical university: a collection of materials from a scientific and practical conference with international participation / otv. ed. V.V. Lelevich. - Electron. text data. and prog. - Grodno: GRSMU, 2020 .-- P. 24.
2. Gadayev Adigaffar G.; Abduraximova Lola A. and Khalmatova Barno T. (2021) "Medical education: features of the course" simulation education "," Central Asian Journal of Medicine: Vol. 2021: Iss. 1, Article 5.
3. Dikman P. Simulation and safety of patients / P. Dikman, M. Mor // Materials of the 1st All-Russian conference on simulation training in critical care medicine with international participation, Moscow, 2012. - M, 2012. - P . 44-50.
4. Blokhin B.M., Gavryutina I.V., Ovcharenko E.Yu. Simulation training in teamwork skills // Virtual technologies in medicine. - 2012. - No. 1. - S. 18-20.
5. Ekhalov V.V., Plum V.I., Stanin D.M. and others. Principles of training interns of different specialties in the cycle "Emergencies" // Medicine of emergency conditions. - 2011. - No. 4 (35). - S. 126-128
6. Tuychiev L.N., Khalmatova B.T. The role of simulation education in the training of general practitioners // Bulletin of the Tashkent Medical Academy -2018 №2 - p.2-7
7. Hallikainen H., Randell T et al. Teaching anesthesia induction to medical students: comparison beyween full-scale simulation and supervised teaching in the operating theater // Europ. J.Anaesth-2009.-vol.26 –p.101-104.