

Medical Pedagogical Characteristics of Interactive Teaching Methods in The Instruction and Classification of Pediatric Disciplines

Normatov Jasur Javli o'g'li

Researcher, Tashkent University of Chemistry, Uzbekistan

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Abstract: The process of evaluating students' complete development of medical clinical abilities should be conducted continuously, free from dynamic stress, as part of their mastery of the course material. There is a lot of discussion on how to design and create clinical educational technology for pediatric education. The article discusses the importance of using contemporary, cutting-edge teaching techniques to help students learn pediatrics skills, as well as the use of phantoms and anatomical dummies to help students learn practical skills more effectively and build their professional competence. It also discusses the duties of both medical educators and students in learning pediatric clinical sciences.

Keywords: Medical educational material, learning process, continuing medical education, assessment, medical clinical skills, dynamic stress, pediatrics, medical didactics, clinical educational technology design and development methods, pediatrics, learning, modern innovative teaching methods.

Introduction: In the medical education system of the Republic of Uzbekistan, teaching pediatric disciplines and enhancing their medical pedagogical proficiency to meet state requirements and international educational standards remain one of the pressing issues of the reform era. The Decrees of the President of the Republic of Uzbekistan, including PF-4947 dated February 7, 2017, "On the Strategy of Actions for Further Development of the Republic of Uzbekistan," PF-5789 dated August 27, 2019, "On the Implementation of a Continuous Professional Development System for Higher Education Institution Leaders and Pedagogical Staff," PF-5847 dated October 8, 2019, "On the Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," and Resolution PQ-4623 dated February 27, 2020, "On Measures for the Further Development of Pedagogical Education," as well as resolutions of the Cabinet of Ministers of the Republic of Uzbekistan, such as No. 25 dated February 16, 2006, "On Further Improvement of the System for Retraining and Professional Development of Pedagogical Personnel," and No. 278 dated September 26, 2012, "On Measures to Further Improve the System

for Retraining and Professional Development of Pedagogical Personnel in Higher Education Institutions," outline priority tasks for aligning the medical education system with state requirements.

LITERATURE REVIEW

Scientific research conducted by medical scholars in the Republic aims to implement scientifically grounded modern pedagogical technologies and active methods into the educational process. Efforts are being made to enhance students' cognitive activity in the teaching of various disciplines. Researchers such as L.A. Abdutakhmonova, M.A. Shodmonov, B. Turdikhodjayeva, U.A. Toshkenbayeva, Sh.A. Boymuratov, and others have contributed to this field.

However, despite these advancements, the medical education system still lacks sufficient attention to activating students' cognitive learning activities. Teaching technologies and assessment systems do not adequately foster students' creative abilities, and there is insufficient focus on the widespread use of active learning methods. Additionally, stimulating the learning process remains a challenge in medical education.

When discussing the concept of "method" in the education system, it refers to the most precise and direct approach predetermined to achieve a specific educational goal. A teaching method is a way to regulate the activities of both the medical educator and students. Active learning methods encourage students' engagement by promoting free exchange of ideas. Interactive learning, in particular, is a conversational form of education where the interaction between the teacher, students, and other educational tools plays a crucial role.

The term "method" originates from the Greek word *metodos*, meaning a way to achieve something. It defined as a system of practical or theoretical processes aimed at solving a specific task and assimilating reality. In medical pedagogical practice, the term "active forms and methods of education" has long been used, referring to a group of pedagogical technologies that ensure a high level of student engagement.

METHODOLOGY

Teaching methods classified into four groups based on students' learning activities.

Group I Teaching Methods

These methods focus on receptive learning activities, enabling students to assimilate knowledge at a primary level. They include lectures, storytelling, explanations, instructions, demonstrations, visual aids, and video methods. In the first group of teaching methods, the first level of activity achieved. Students reviewing previously learned material, recalling it from memory, and performing tasks under direct guidance from the teacher, characterize this. They follow instructions or replicate tasks based on provided models. Since students recall theoretical material and solve practical problems based on given examples, their actions primarily serve memory reinforcement. Such memory-based learning tasks require students to demonstrate activity at the level of simple recollection. When students perform tasks based on a given model, their level of activity is restricted within a predefined framework. In lessons where explanation, demonstration, and active methods utilized, this first level of activity is typically attained. At this stage, the teacher conveys a large volume of educational information in a minimal amount of time, ensuring that students process, comprehend, and store it in memory. Students receive, understand, and store information but do not necessarily reproduce it accurately and consciously.

Lecture. A lecture is a monologic presentation by a medical educator, delivering a specific volume of educational material within a set timeframe. Its

primary function is to impart knowledge.

- Characteristics of a lecture:
- Structured format
- Logical and verbal presentation
- The lecturer prepares a detailed plan
- The objectives, tasks, and structure of the lecture are explained to students
- After covering each section, the lecturer summarizes key points
- Logical transitions between different parts of the lecture are ensured
- Important information for note-taking is highlighted
- Lectures complemented by seminars and practical sessions, where specific aspects of the lecture material explored in detail.

Storytelling is a monologic narration by the teacher about an event, phenomenon, or fact. It is typically used to clarify theoretical concepts and spark students' interest in the subject matter.

RESULT

Explanation – Presenting educational material through written analysis, interpretation, and proof on a classroom board.

Instructional Guidance – A widely used independent method in professional training that explains the execution of specific tasks and their practical application. It consists of three stages:

1. Introductory Guidance – Explanation of tasks, methods, and safety precautions.
2. Ongoing Supervision – Assisting struggling students and ensuring independent task completion.
3. Final Evaluation – Assessing individual and group work, identifying mistakes, and providing feedback.

Demonstration – Introducing students to objects and processes in a visual and interactive manner. Effective demonstrations require selecting appropriate objects, engaging multiple senses, and allowing students to assess key characteristics.

Visual Aids – Includes diagrams, charts, pictures, maps, and models. The main goal is to enhance learning through visual representation. Video Method – Using projectors, computers, or educational television to present information visually.

Group II Teaching Methods

- These methods enhance retention and require a deeper understanding of the subject. They include:

- Working with Books – Developing comprehension and analytical skills through structured reading, note taking, and summarizing.
- Experimental Method – Conducting laboratory experiments under instructor supervision to acquire new knowledge and practical skills.
- Exercises – Repeatedly performing planned activities to reinforce skills and competencies, categorized as special, written, oral, and industrial exercises.
- Each method plays a vital role in fostering independent thinking, problem solving, and skill development in medical education.

CONCLUSION

In conclusion, all question papers circulate in a round-table format. At the end of the session, all papers collected, reviewed, and evaluated. The structure of the “Round Table Discussion” method consists of:

Introducing the conditions for conducting the discussion.

Distributing question papers and "Answer Sheets."

Writing questions on the provided papers.

Passing the question paper to the next student.

Evaluating and discussing responses.

Stages of the “Round Table Discussion” Method

1. The session topic announced.
2. The medical educator explains the procedure to students.
3. Each student receives a question paper and as many "Answer Sheets" as the number of students in the group. A specific time allocated for writing answers.
4. Students write their names on the question paper and answer sheets. They formulate a question related to the topic and place their response inside the question paper.
5. The question paper passed to the next student in a circular order. Each student writes his or her answer on a separate answer sheet, places it inside the question paper, and passes it along.

This method allows students to express their thoughts concisely and clearly on a given topic. Additionally, it provides an opportunity for students to assess each other's responses and enables the medical educator to objectively evaluate their performance.

- Advantages of the “Round Table Discussion” Method
- Enhances retention of learned material.
- Ensures participation from all students.

- Disadvantages of the “Round Table Discussion” Method

- The instructor must possess advanced critical thinking skills.

- The topic must be engaging and suitable for the students' knowledge level.

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