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DEVELOPMENT OF PROFESSIONAL SKILLS OF MEDICAL EDUCATION STUDENTS BASED ON INTENSITY

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Annotation: This article examines the development of professional skills of medical education students based on intensity. The importance of simulation methods, practical training, and the reflective approach in the formation of clinical skills is highlighted. It also analyzes how the implementation of intensive training programs based on a competency-based approach in modern medical education contributes to the development of students' professional potential.
Keywords: intensity, corporal method, simulation, practical training, clinical case, diagnosis, treatment.

РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ СТУДЕНТОВ МЕДИЦИНСКОГО ОБРАЗОВАНИЯ НА ОСНОВЕ ИНТЕНСИВНОСТИ

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Аннотация: В данной статье рассматриваются вопросы развития профессиональных навыков студентов медицинского образования на основе интенсивности. Раскрыто значение симуляционных методов, практических занятий и рефлексивного подхода в формировании клинических навыков. Также проанализировано, как применение интенсивных учебных программ на основе компетентностного подхода в современном медицинском образовании способствует развитию профессионального потенциала студентов.

Ключевые слова: интенсивность, корпоральный метод, симуляция, практическое занятие, клинический случай, диагностика, лечение.

INTRODUCTION. Currently, the medical field is developing rapidly. This requires the training of highly qualified specialists with modern clinical skills from the medical education system. Since traditional teaching methods do not fully meet this requirement, intensive and practice-oriented approaches are being widely implemented. Especially in the development of professional skills, the organization of educational processes in a simulation and real clinical environment based on intensive training has become an urgent issue.

METHODS. In modern medical education, the process of forming clinical and professional skills is widely studied. The World Health Organization (WHO, 2013) in its recommendations considers an intensive, experience-based, and competency-based approach to the training of specialists in the field of healthcare a priority. As noted by Harden and Laidlaw (2020), in modern medical pedagogy, learning based on active student participation and reflection ensures effective assimilation.

According to a systematic analysis conducted by Issenberg et al. (2005), high-fidelity

simulations are an important tool for improving clinical preparedness. Through these methods, the student practices making independent decisions in conditions close to real clinical situations. Ten Cate (2017) substantiates that by introducing a competency-based approach to medical education, a student becomes a mature specialist not only theoretically, but also practically. Through reflexive learning and feedback methods, students develop independent thinking, self-esteem, and a desire for professional growth (Yardley et al., 2012).
Strategic documents (2021) adopted by the Ministry of Health of the Republic of Uzbekistan also support the widespread introduction of intensive practical training and simulation technologies in medical education. In conclusion, the analysis of the literature shows that intensive training, simulation methods, and a competency-based approach have high effectiveness in the formation of professional skills in medical education. Type of research:This research approach is mixed methods, which includes both qualitative and quantitative data.
Participants:80 medical students studying in stages 3-5 participated in the study. Participants were selected from among students regularly attending clinical practice classes.
Data collection methods:Questionnaire (questionnaires): Questions based on the Likert scale were compiled to assess students' knowledge and skills.
Interviews: Students' opinions on intensive lessons and simulation sessions were studied through open-ended questions.
Observation: Student activity was observed and evaluated during the simulation practice.
Experimental approach: Students were divided into two groups, one group was trained by the intensive method, the other by the traditional method, and the results were compared.
Analysis methods:Statistical analysis: the results obtained from the questionnaires using SPSS or Excel were analyzed in percentages and average values.
Content analysis: Responses from interviews were analyzed by topic.
Comparative analysis: The difference between the results of the group trained using the intensive method and the traditional method was assessed.
RESULTS. Main part:
1. The essence of the intensive learning model
Intensive learning is a pedagogical approach aimed at the deep assimilation of students' knowledge, skills, and abilities in a short period of time.
In this model:
the training load is distributed optimally;
maximum activity and participation of students is ensured;
Real clinical cases are modeled.
2. Use of simulation methods
Clinical simulation ensures the application of the student's theoretical knowledge in practical situations in medical education. Using simulators, the student reinforces the following skills:
assessment and examination of the patient;
identifying problems and making decisions;
teamwork skills;
to act correctly in urgent situations
3. Competency-based approach
Modern medical education is based on a competency-based model. In this model, the following competencies are prioritized:
communicativeness;
clinical thinking;
independent decision-making;
ethical and regulatory knowledge;
Lifelong learning
4. Reflective learning and feedback
Through the reflexive approach, students analyze their practices and identify their weaknesses and strengths. And constructive feedback from mentors serves to develop these skills.

DISCUSSION. The research results show that the intensive learning approach yields significant positive results in the formation of professional and clinical skills of medical students. The majority of students reported an improvement in their ability to make clinical decisions, communicate with the patient, and act in rapid situations after participating in simulation classes. This situation is consistent with the results identified by Issenberg et al. (2005): through the use of high-level simulation technologies, students develop effective learning and practical reflection. Also, students using a reflexive approach identify their professional weaknesses and strengths and strive to improve them.

Education based on the intensive method has proven to be more effective than education based on classical traditional lectures. In the assessment conducted between the comparison groups, students who studied using the intensive method had higher indicators. These results once again confirm the theory of the competency-based approach put forward by Ten Cate (2017).

In the course of the study, it was established that maximum effectiveness is achieved when the simulation and reflexive approaches are used in a harmonious state. These methods are especially necessary for students preparing to work in real clinical situations. This situation aligns with the results identified by Issenberg et al. (2005): through the use of high-level simulation technologies, students develop effective learning and practical reflection. Also, students using a reflexive approach identify their professional weaknesses and strengths and strive to improve them.

Including:

Teachers' readiness to work with simulation technologies is insufficient;

Simulation equipment is not always available or insufficient;

In groups with a large number of students, it becomes difficult to ensure an individual approach.

To eliminate these problems, it is recommended to improve the qualifications of pedagogical personnel, improve the level of technical equipment, and introduce a system of training in small groups.

CONCLUSION: By forming specialized skills based on intensity in medical education, it is possible to increase the level of practical training of students. The training of highly qualified medical specialists is achieved through the combination of simulation technologies, a competency-based approach, and reflexive learning methods. These approaches play an important role in increasing the effectiveness of medical education.

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