

# Clinical Work Games and the Significance Of Situation Method In Practical Training

Sharipova Saida Nigmatdjanovna  
Musaeva Umeda Aktiyoevna

Teacher of the Department of Psychology and Pedagogy of the Uzbekistan State University of Physical Education and Sports

**Abstract.** Today's task of education is to teach students to be able to work independently in the information-educational conditions that are improving day by day, to use the flow of information wisely. Comprehensive reforms in the structure of the educational system will be strengthened by teachers by mastering advanced pedagogical technologies and using them in the educational process. For this, pedagogues are required to learn and apply the technological approach to the educational process. With the wide development of advanced technologies, in recent years, new pedagogical clinical work-game technologies have been effectively used to optimize education in medical universities.

**Keywords.** Pedagogical technologies, clinical work games, case method

Clinical work games are a method aimed at forming certain theoretical knowledge and practical skills by students through modeling and role playing of real life situations in the classroom. This form helps turn students' knowledge into the most effective skills by modeling complex situations - simulations of a specific object. In dynamics, it will be possible to perform various situations not with the object itself (the patient), but with its simulation model. Such skills are developed in the course of educational activities, thereby activating the educational process is one of the most important and urgent tasks. approach, forms the right decision-making, prevents real mistakes in the activity of the future specialist, identifies and corrects knowledge and skills.

The main rule of clinical work games is to create a scenario for a given situation. The scenario plan reflects the logical complex of the event, describes the sequence of events. The advantage of the scenario plan can be considered as one of the most effective means of weakening "fixity" and stereotypic thinking. This method is very effective in directing the student's knowledge and skills to real complex situations.

Stages of the game: I. Preparation stage:

1. Determine the course and topic. It is desirable to conduct clinical work games in higher courses and in the direction of master's degree. In this case, it is better to choose cases that mainly reflect urgent cases or rare diseases.
2. Determining the purpose of the game: Forming what knowledge and skills to demonstrate during the game.
3. At the heart of the work game is the creation of a scenario plan:
  - a) choosing a situation (real, current) in professional activity;
  - b) defining roles and recording them on separate cards depending on specialty and position;
  - c) determining the place of action (patient's apartment, ambulance, reception department, etc.);
  - g) preparation of real medical documents (analysis, x-ray and ECG package), providing the game with fantom, dummy tables, etc.
4. Studying subjects studied in parallel and repeating basic sections.

Students are given a list of literature to review.

II. The progress of the game. The leader - the teacher starts the game from a certain position and divides the students according to roles. In such cases, the game gives an opportunity to evaluate the actions of the participant himself and his partner in different situations. The clinical work game is like a "testing ground" for practicing communication skills based on deontological principles. Depending on the performance of different roles, specific forms of the manifestation of moral qualities are established in accordance with the requirements of role interaction.

III. Analysis of the game: the "expert" group of students analyzes the progress of the game step by step and notes the shortcomings: they analyze the successful and unsuccessful actions of all the participants of the game. Each student will express his or her point of view about it. The expert group evaluates the analysis in several stages:

- information gathering - anamnesis;
- doctor-patient interaction;
- comprehensive examination of the patient;
- to lead the patient (management).

Every patient comes with a set of problems. Considering the interaction and relationship between the doctor and the patient, trying to officially limit the volume of this information, to "encapsulate" it, usually leads to a situation where the essence of the problem is different. does not get, and the accepted solutions are ineffective. In this regard, teaching with the means of solving problems related to real situations in patients is extremely effective. It is advisable to use opportunities to discuss students' previous experience and potential problems they will face in the future.

Students are often embarrassed by the fact that there are many options in situations, and the lack of information about their participants. But situations are a living cross-section of the real world that exists in countless variations. When analyzing, we work with incomplete information, on the basis of this information, we come to a conclusion and generalize to get the right answer. In life, at work, many important decisions are made more or less without the necessary information to come to a very clear conclusion. Ultimately, instead of coming to a definitive conclusion, we make educated guesses, weigh interests, and hope for our own decisions that we believe will lead to the best results. Circumstances offer us such a key.

A situation is usually (but not always) a real story that presents a thought-provoking problem, offers two options, and leaves you wondering what to do. Some situations describe all the events that happened before a decision was made and ask you to decide which path to take and describe the possible consequences of that decision. In other cases, it informs about the measures taken and asks you to clarify what mistakes were made and what could have been done better.

Situations are always described in a short form. The first rough version of the situation is often much longer than the detailed version. The authors of the cases mercilessly reduce the material until every word becomes a text of practical importance; the task of the person studying the situation is to take into account all the facts and conclusions in it. Regardless of the situation, a fact can be ignored only in very rare cases.

When analyzing situations, it is necessary to read their description several times, leaving enough time between each time to think about the proposed issues and isolate the problems. At first glance, you may think of an event or interaction as a problem that is really just a symptom. Further reading will usually help you isolate symptoms and problems, but don't panic. The problem may be so ingrained that it takes a good group discussion to be able to isolate it. In this regard, it may be useful to analyze the situation in a group of 3-7 people.

Make a list of participants - start by writing their names and describing them. Be careful not to drop secondary participants and other people depicted in the group. Make a list of everything you know about each person in the group, then describe each of the characters involved (what you imagine them to be).

Don't be afraid to generalize. If we imagine the person participating in the situation as a certain person or form, we make it easier for us to analyze their actions. But be flexible enough, there are always other options, after all. Try to notice what the participants are thinking, and consider their actions from these points of view. Because it's okay to make decisions based on assumptions about your participants, be careful not to let those assumptions cloud your reasoning.

Follow the timeline of events. At this stage, you can make a graph or list the events in the same order as they happened one by one. You will soon notice that most of the events are not shown in chronological order. In such cases, you will have to determine the events yourself and show them in the necessary order.

1. The event is often described in such a way that it seems at first glance to be of little importance. Don't be fooled. Such events are very important and can even be decisive in the work of a general practitioner.

2. 1. If there are any major issues, especially events, facts, actions, evaluations, and positions that need to be accepted, identify them.

3. 3. In a situation, there are usually several secondary issues related to the primary issues. If you find more than one secondary problem, it may be helpful to draw a diagram and show the connections between the different problems with arrows on the diagram. Drawing up a scheme will also help you to identify the main issues of the situation.

4. Now make a list of all the positions that a reasonable person could take after analyzing this situation. The mistake most situational investigators make is to assume that there is only one rational solution. Part of the time when discussing the situation is usually spent on finding all possible ways to solve this particular problem - many of them are quite common; usually there are at least two such paths with different results.

5. Think about some of the decisions you might make: "If I do this, will so-and-so do that, and if so, what will you get out of it?" Here are the results of your reasoning. write it down or make a diagram.

6. Make recommendations. Which of the possible decisions do you think is the best? Why? This stage is usually the biggest pitfall for the analyst. When making a recommendation, it is very easy for a person to believe that his path is the only one. Situational Awareness At work, you need to remain open-minded and willing to listen to what others have to say. Situational analysis is generally a process in which a group of people working together can achieve much better results than the same number of people working alone.

After the first situation has been discussed, you may feel like a person who does not know the issue very well. "Why didn't I understand this?" - in such cases, this question usually comes to mind. Instead of obsessing over such a question, learn to respect the authority of the group, to understand the importance of your role in stimulating the opinions of other group members and their role in stimulating yours.

In the course of our work, in the teaching of subjects in our department, clinical work games and the method of situations are widely used in practical training, and they have a positive effect.

#### Summary:

1. The use of clinical work games and the method of situations educates students' independence, business acumen, organization, collectivism, creative approach to problem solving.

2. The business game forms communicative skills based on the principle of deontology.

3. The problem of the absence of "thematic patients" disappears, because models of patients with any diseases can be presented live during the game, in a short time a real model of the professional work of a doctor with a patient will help the student in his future career as a doctor. including emergency preparedness.

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