

**INTRODUCTION OF THE SUBJECT OF PULMONOLOGY INTO THE TEACHING
PROCESS OF 3RD YEAR STUDENTS OF THE MEDICAL INSTITUTE****Khalilova Dilovar Salimovna***

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Summary

Due to the growth in the second half of the 20th century in the prevalence of respiratory diseases throughout the world, with an increase in disability and mortality due to this category of patients, the specialty "pulmonology" was separated from the medical problem of internal diseases. And since that time, specialized medical care for pulmonary patients began to form and develop.

The growth of competition in the labor market of Uzbekistan, due to the peculiarities of the socio-economic development of recent years, demonstrated a fairly high level of requirements for young specialists. In this regard, the degree of responsibility of institutions of higher professional education for the quality of training of graduates has increased significantly. The foundations of clinical examination of patients by students of medical universities are laid at the Department of Phthysiology, Pulmonology and Dermatovenereology in the study of the discipline "Introduction of the subject of clinical medicine." The department uses both traditional and new methods of teaching students.

The content, subject, method and essence of pulmonology are reflected in this program. The pulmonology program consists of an independent teaching staff and independent information and methodological support for the pulmonology teaching process, which is important for students to master the specialty of a doctor based on theoretical knowledge and practical skills.

Over the past decade, there has been a significant modernization of medical education, new approaches have been formed in the preparation of students of medical universities, new curricula have been developed, in which great attention is paid to teaching students.

KEYWORDS: analysis of the implementation of the subject of pulmonology in the teaching process of 3rd year students of the medical institute.

RELEVANCE

At the present stage of the development of society with its social characteristics, complex environmental conditions, respiratory diseases (RRD) come to one of the leading places, significantly reducing the quality of life of patients, shortening the period of active labor activity, life expectancy, thereby causing significant economic damage to society. AML is the most common human pathology and occupies the first place in terms of the population seeking medical help in medical institutions (LPI). In the structure of the overall morbidity, RRD occupies a leading place and is 24.5%.

At the end of the last century, the prevalence of respiratory infection, including tuberculosis, remained an urgent problem; the prevalence of allergic diseases of the respiratory tract has significantly increased, among which bronchial asthma is severe. The number of

patients with chronic obstructive pulmonary disease is rapidly increasing. Some diseases belonged to rare forms of pulmonary pathology; in modern clinical practice, these are common diseases. An example is interstitial fibrosis, lung cancer. It should be noted that lung cancer came out on top among other forms of human cancer.

Pulmonology as a scientific and practical specialty appeared in Uzbekistan relatively recently and quite independently. The best successes in the field of pulmonology have been achieved by countries with a system of socially oriented medicine developing in a market economy. The main indicators of achievements in these countries were the improvement of the quality of life of patients with respiratory diseases, longer life expectancy and a decrease in the number of patients with disabling stages of the disease.

The development of the pulmonary service in Uzbekistan is carried out in accordance with the concept of health care development. According to the order of the President of the Republic of Uzbekistan (February, 2019), centers for phthisiology and pulmonology were organized in all regions, which created conditions for the organization of separate departments of phthisiology and pulmonology. The Department of Phthisiology has existed since the opening of the Bukhara Medical Institute (February 1991), on this basis it was decided to organize a joint Department of Phthisiology and Pulmonology.

MATERIAL AND RESEARCH METHODS

To develop a program for teaching pulmonology for 3-year students of the medical faculty and draw up a plan for the educational process in this subject.

To create conditions for comfortable mastering of the subject of pulmonology for 3-year students of the medical faculty. Prepare multimedia and presentation materials for students to use.

Analytical review, pedagogical experiment, questioning of students, observation method of analysis of a clinical case, assessment of the epidemiological situation, method of physical examination of patients with questioning, method of clinical examination, palpation, percussion, auscultation; method of joint examination of real patients, method of recognizing disease syndromes, methods of early diagnosis and treatment of lung diseases.

RESEARCH RESULTS AND DISCUSSION

The Bukhara State Medical Institute uses traditional, modern teaching methods and the introduction of new information and pedagogical technologies. The course uses textbooks, teaching aids, lectures, handouts, computer programs, electronic materials and X-rays, microscopic examination of sputum and reading the results, video systems, videos. Advanced teaching technologies are used in lectures and seminars. During the lecture, students will have the opportunity to directly test their practical skills acquired during off-campus activities. They use the following practice-based assessment method to quickly assess the knowledge gained during the assignment.

The main method of traditional teaching used in teaching 3rd year students in the discipline "Pulmonology" is explanatory and illustrative. With traditional methods of teaching students, oral, written and combined surveys are conducted. An oral survey is conducted at each workshop session and at the end of each module. The control of students' knowledge is carried out at each seminar lesson, as well as at the end of each module and at the final control. For the written control, the staff of the department prepares test tasks, which are updated annually by 40% or more. All test tasks are prepared in three languages: Uzbek, Russian and English. For the

final control, a combined assessment of students' knowledge is used through oral questioning and testing on all topics passed by students, as well as traditional types of interviews are carried out while monitoring the current knowledge of students. Mid-term control according to these modules is carried out in three stages: at the first stage, a mini-clinical examination is carried out at the patient's bedside, which is taken by the teachers of the department in a hospital setting, at the second stage, a final survey, the third stage is testing students in the computer center of the institute. During the mini-clinical exam, the following skills of students are assessed: the ability of students to collect a patient's history, conduct a physical examination of the patient, the ability of students to talk with the patient and his relatives, the ability of students to work effectively and their organizational skills.

Obtaining theoretical knowledge from students of our university does not present great difficulties - they have a large number of books, articles, lectures, videos at their disposal. The accumulation of practical experience by medical students occurs in the process of observing the actions of senior colleagues, and then repeating the seen manipulations, it takes quite a lot of time. If the practical manipulations are carried out incorrectly, students can harm the patient. Therefore, the center of practical skills was taught directly in the department of pulmonology for the students to master the clinical skills of examining the patient.

The main objectives of the introduction to clinical pulmonology are to teach students the methods of physical examination of patients with questioning, clinical examination, palpation, percussion, auscultation to detect signs of the disease in them; instill in students the ability to recognize disease syndromes, interpret the results of additional research methods; observe the principles of medical deontology and ethics. In addition, the student must know - the history of pulmonology, the creation of a pulmonology service in Uzbekistan, evidence-based medicine and bioethics, the principles of the scientific organization of labor, propaganda, healthy lifestyles and have an idea of legislation in the field of healthcare. Knowledge of the clinical anatomy of the bronchopulmonary system; normal physiology and pathophysiology of the bronchopulmonary system, causes of pathological processes in the bronchopulmonary system, their morphofunctional changes, levels of regulation.

In practical classes, students on specific clinical examples (at the patient's bedside and on the example of clinical tasks) learn clinical thinking, algorithms of medical activity, the search for links between symptoms and syndromes with their pathogenesis.

The staff of the Department of Phthisiology, Pulmonology prepared various clinical situations with the most common diseases of internal organs. Such

active use of various clinical situations contributed to a better assimilation of the teaching material by the 3rd year students. The mastering of practical skills by students on real patients contributed to their more successful mastery of the methods of physical examination, which was observed during joint examination of real patients, passing by students of midterm controls and the final exam. Thus, the results of midterm controls for the 2020 academic year have improved, which is associated with increased motivation in learning, improved problem solving skills.

The advantages of the teaching method are: an increase in student achievement, the emergence of a positive attitude towards the learning process, the strengthening of long-term memory, the emergence of conceptual thinking, motivation in learning, and improved problem-solving skills. When solving the clinical situation proposed by the teacher, students learn to jointly analyze the clinical situation, find the patient's problems, assess the clinical and laboratory methods of examination and establish the leading syndrome in the patient. This teaching technology originates from law and business schools of the twentieth century. Currently, this teaching method is widely and successfully used in teaching medical students and teachers. The meaning of the method is that the student is not presented with ready-made knowledge, but he himself must work out ways to solve the problem, he himself looks for the knowledge necessary to solve the problem. During training, students receive not only knowledge, but also acquire professional skills, communication skills. The teaching method is as follows: the teacher develops several clinical cases, which should reflect the real clinical situation on a specific topic of the lesson. In this case, the teacher plays the role of a guiding colleague who asks questions, supports the discussion, and if necessary, guides students, i.e. fulfills the role of a manager of student co-creation.

The characteristics of case-study technology: develop decision-making and problem solving skills; help to link theory and practice, increase the level of critical thinking, stimulate teamwork skills, help understand the complexity of real-life situations, help develop different points of view.

In connection with the above, clinical cases were compiled by the staff of the department for some topics of the discipline "Nonspecific lung disease". The teaching method is as follows: before the start of the lesson, the teacher explains to the students the goals and objectives of the lesson. The purpose of the lesson is: on the basis of the integration of fundamental and clinical disciplines, understanding of physiological processes and mechanisms of the formation of basic clinical syndromes, to teach students the basics of clinical examination of patients in health and disease. Objectives of the lesson: to learn to recognize the symptoms of diseases of internal organs; learn to distinguish the main

syndromes in diseases of internal organs; learn to identify the features of the leading syndrome and, on its basis, be able to make a preliminary diagnosis; learn to draw up a program for examining a patient with diseases of internal organs; learn to draw up a program for examining a patient and interpret the results of examining patients with diseases of internal organs.

After getting acquainted with the goals and objectives of the lesson, the teacher explains the methodology and form of the lesson, then tests students to determine the readiness for the lesson. For a quick assessment of the results of assignments, the staff of the department prepared interactive methods. For example, the "weak link" method, students in a group form a circle. Students are asked questions to each other that require quick and concise answers. A student who cannot answer the question will leave. At the end of the day, the student will answer most of the brain deformation questions. Further "Creative thinking and clinical thinking" Purpose: to study and evaluate the creative thinking and clinical thinking of students, depending on the situation. Bee nest method. The method is designed to solve a problem with a whole group or two groups. The task may differ or one task may be transferred to the whole group, within 10-15 minutes the group analyzes the problem, informs colleagues about it and chooses the best option. Uses slides, multimedia. Method "Field of Miracles". This interactive approach aims to teach students to think logically about the practical skills they have acquired as a result of these topics, to independently answer and answer questions, and to evaluate the knowledge gained by the teacher in a short time. The purpose of the technology: to teach students to think logically, to express themselves freely, to evaluate themselves, to work individually and in groups, to respect the opinions of others, to choose from many points.

In this case, students will be given leaflets on the subject and temperature curves related to that topic. The student carefully examines the content of the problem, daily displays clinical signs and laboratory data, diagnoses and prescribes treatment.

The total assessment of the lesson by technology is equal to the assessment of the correctness of solving a given task, the activity of students, their ability to conduct a discussion, and offer interesting ideas for solving a problem are also taken into account. The individual grade of the responding student equals the overall team grade.

Templates for assessing the team's responses to each clinical case were also compiled. The responses of the teams are evaluated according to the following criteria: "Highlight the symptoms in the patient", "Highlight the leading syndrome in the patient", "Make a preliminary diagnosis", "Make a plan for the examination of the patient", "Interpret the results of the patient's examination and identify additional syndromes after

receiving the results of laboratory instrumental methods of examination of the patient "," Select the leading syndrome, taking into account additional methods of examination "," Make a clinical diagnosis. " We have prepared 18 independent works of clinical cases with some pathologies of internal organs: algorithms for the differential diagnosis of cough, fever, cyanosis, dyspnea, hypoxemia, hypercapnia, an algorithm for the differential diagnosis of external respiration parameters, differential diagnosis of hyperventilation syndrome, broncho-obstructive syndrome and differential diagnosis of lung diseases. All materials for classes conducted on innovative technologies are prepared in three languages: Uzbek, Russian and English.

Medical graduates must have the research skills necessary to improve their further clinical activities. In this connection, students of the medical institute are actively involved in research work.

In the process of conducting scientific research, students must develop skills in collecting material, analyzing literary data on the problem of scientific research. Using bibliographic indexes, catalogs, card indexes, conduct a critical review of published works. In the process of performing research work, students will master the skills of processing and analyzing material using methods of statistical analysis and information technology, the skills of generalizing scientific research, the skills of participating in discussion and opposition.

CONCLUSIONS

Thus, the introduction of modern teaching methods for students of a medical institute helps to improve the development of clinical skills by students, teamwork skills, and research skills.

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