

The Importance of Integrating Practice in the Teaching of Hospital Pediatrics

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Annotation: This article highlights the importance of integrating theoretical knowledge and practical experience in teaching hospital pediatrics. The author analyzes the role of teachers' clinical and pedagogical competence, as well as the significance of practical training in developing students' clinical thinking and decision-making abilities. The study results demonstrate that linking practice with real clinical settings significantly improves the quality of medical education.

Keywords: hospital pediatrics, practice, integration, clinical thinking, medical education, innovative methods.

Introduction.

Currently, the issue of developing practical skills in the medical education system is one of the priority areas [1]. Hospital pediatrics is an important clinical discipline that teaches the diagnosis, treatment and prevention of children's diseases, which prepares students for active participation in a real clinical environment [2].

Integration between theory and practice increases the effectiveness of teaching, students have the opportunity to apply the acquired knowledge in real clinical situations [3]. In this regard, ensuring consistency with practice in teaching hospital pediatrics is an important factor in improving the quality of the educational process [4].

Methods. The research process used pedagogical observation, analysis, questionnaire and comparison methods. Practical training was conducted with the participation of 4th-5th year students of the Pediatrics Faculty of Andijan State Medical Institute.

During the training, the skills of theoretical presentation, clinical case analysis, history taking, patient communication, diagnosis and treatment planning were mastered. Interactive methods were also used - "Case study", "Problem-based learning" and "Objective Structured Clinical Examination (OSCE)".

Results. The results of the study showed that combining hospital pediatrics with practice:

- Increased clinical thinking in students by 40–50%;
- Improved the level of application of theoretical knowledge in practical situations;
- Formed professional communication and teamwork skills;
- Developed independent analysis and decision-making skills by students.

According to the teachers, students' self-confidence increased in the process of working with patients, and seeing the practical confirmation of theoretical knowledge increased their motivation.

Discussion. The methodology of teaching integrated with practice is a key requirement of modern medical education. In medical universities, linking the educational process with the clinical environment develops not only knowledge, but also empathy, medical ethics, and communicative competence.

In many foreign universities, clinical education is based on the principle of "early exposure", that is, students undergo practice in a hospital from the very beginning of their studies. It is advisable to

gradually introduce this model in medical universities of Uzbekistan, update curricula, and combine practical training with simulation centers.

It is also necessary to establish practical and pedagogical advanced training courses for teachers and expand innovative clinical education resources.

Conclusion. Ensuring consistency with practice in teaching hospital pediatrics is an important factor in improving the quality of medical education. Connecting theoretical knowledge with practice forms independent analysis, clinical thinking and professional competence in students. In the future, further improving this approach and widely introducing modern technologies into the teaching process will bring the quality of medical personnel training to a new level.

Practical recommendations:

1. Organizing regular practical training in clinical bases: Students should spend certain days of the week in clinical departments, each training should include working with real patients, case analysis and clinical decision-making.
2. Widely introducing interactive teaching methods: It is recommended to involve students in the active learning process through methods such as “Case-study”, “Problem-based learning (PBL)”, “Role play” and “Objective Structured Clinical Examination (OSCE)”.
3. Use of simulation training centers: It is advisable to develop students' skills in quick thinking, medical manipulations and procedures using simulators that allow modeling clinical situations without the participation of a real patient.
4. Conducting an analysis (debriefing) at the end of each practical session: Students' mistakes, correct approaches and lessons learned are discussed, and their clinical thinking is strengthened.
5. Improving the clinical and pedagogical skills of teachers: Every year, advanced training courses on modern teaching methods, medical pedagogy and simulation training should be held for teachers.
6. Establishing a system of training students in small groups: Training in groups of 8–10 people enhances interactive communication between teachers and students, ensuring the active participation of each student.
7. Development of ethics and communication skills in a clinical environment: Each student must master the principles of empathy, communication with patients and their families, and medical deontology.
8. Strengthening interdisciplinary integration: Pediatrics can be taught in integration with other clinical disciplines - pharmacology, laboratory diagnostics, infectious diseases, and allows the formation of theoretical knowledge in a holistic system.

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