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EFFECTIVENESS OF SCREEN SIMULATION TECHNOLOGIES IN DEVELOPING PRACTICAL SKILLS AMONG PEDIATRIC FACULTY STUDENTS

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Relevance: In modern medical education, the development of practical skills among medical students during their university training is of particular importance. Traditional teaching methods do not always fully develop the clinical thinking and practical skills necessary for providing qualified patient care. The implementation of simulation technologies, particularly screen simulation, represents a promising direction in improving medical education, especially in pediatrics, where working with real patients has a number of ethical and practical limitations.

Research Objective: To evaluate the effectiveness of screen simulation technologies in developing practical skills among pediatric faculty students compared to traditional teaching methods.

Materials and Methods: The study involved 90 students from the 4th and 5th years of the Tashkent Pediatric Medical Institute, Faculties 1 and 2 of Pediatrics, who formed the main group. The control group consisted of 50 students trained using traditional methods. The training took place at the Department of Simulation Training and Clinical Modeling.

Students in the main group were offered training using a screen simulator that included 12 pediatric cases of varying complexity and topics. Each case involved interactive engagement, clinical decision-making, and feedback.

To evaluate the effectiveness of the training, students were surveyed on the development of practical skills before and after completing the simulation course. Potential employers of graduates were also surveyed to identify preferred competencies for young specialists. A special questionnaire was developed for this purpose, including questions about clinical thinking, practical skills, and readiness for independent work.

Results: Analysis of the student survey results showed that in the main group (n=90) that underwent training using the screen simulator, there was a significant improvement in the following parameters:

- clinical thinking level increased by 42% compared to baseline;
- emergency diagnostic skills improved by 38%;
- clinical decision-making speed increased by 35%;
- confidence in their own actions increased by 47%.

In the control group (n=50) with traditional training, positive dynamics were also observed, but they were less pronounced:

- clinical thinking level increased by 18%;
- emergency diagnostic skills improved by 15%;
- clinical decision-making speed increased by 12%;
- confidence in their own actions increased by 20%.

The employer survey showed that 78% prefer to hire graduates with simulation training experience. Employers consider the main advantages of such specialists to be:

- better preparation for work in real clinical conditions;
- higher level of practical skills;
- ability to make quick decisions in critical situations;

- less need for additional on-the-job training.

Conclusions

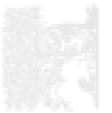
1.The use of screen simulation technologies in the educational process of pediatric faculty students significantly increases the level of practical skills and clinical thinking development compared to traditional teaching methods.

2.Completing 12 pediatric cases on the screen simulator contributes to the development of diagnostic, treatment, and emergency care skills for children of various age groups.

3.Graduates who have undergone simulation training are more in demand in the labor market and better meet the requirements of potential employers.

4.The implementation of screen simulation in the educational process of medical universities is a promising direction for improving the training of pediatric personnel.

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