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UCH TILIDGI TIBBIY TA'LIM: INGLIZ TILI GAPIRAGAN TALABALAR KIMLAR?

Kalit so'zlar: ingliz tilida so'zlashuvchi talaba, ingliz tili, tibbiy ta'lim, uch tilli ta'lim

Maqolada hozirgi bosqichda tibbiyot oliy o'quv yurtlarida, xususan, Toshkent PMIda ingliz tilida so'zlashuvchi talabalarni o'qitishdagi muammolar muhokama qilinadi. ToshPMIda uch tilli ta'limni hisobga olgan holda ingliz tilida so'zlashuvchi talabani o'quv jarayoniga tezkorlik bilan kiritish omillari alohida ta'kidlangan.

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ТРЁХЪЯЗЫЧНОЕ ОБУЧЕНИЕ В МЕДИЦИНСКОМ ВУЗЕ: КТО ТАКИЕ АНГЛО-ГОВОРЯЩИЕ СТУДЕНТЫ?

Ключевые слова: англоязычный студент, английский язык, медицинское образование, трёхязычное обучение

В статье рассматриваются проблемы обучения англоязычных студентов в медицинском вузе, в частности, ТашПМИ на современном этапе. Освещаются факторы ускоренного включения англоязычного студента в учебный процесс с учетом трёхязычного обучения в ТашПМИ.

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THE ROLE PLAY METHODS IN MEDICAL EDUCATION

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It is no secret that today all pedagogues know the importance of using different methods and making the lesson interesting in teaching foreign languages. A special approach is also necessary for medical students, because they are required to be not only doctors, but also skilled actors. Patients usually come to them seeking salvation. They can also be comforting. If we teach them these skills on the example of foreign language lessons, the importance of role-playing games is limitless. In the case of combining traditional and modern teaching methods in language learning, organizing the lesson in an interesting way increases its effectiveness. Therefore, it may be different from the previous period, because the role of teaching is not only focused on the language itself, but teachers should apply English with the content of the subjects.

Evaluation of educational courses is important for estimating the achievement of learning

goals and identifying the best way to learn. The present study is an attempt to assess the effectiveness of education through role-playing on the learning outcomes in nursing students based on the Kirkpatrick's evaluation model. Nurses comprise the largest component of the health-care teams, and they play an effective role in patient's education. One of the main principles in education is to use a proper teaching method. The reason for this is that choosing a proper teaching method in nursing education can add to the appeal and effectiveness of education. Today, nursing students prefer interactive teaching methods that reflect the actual nursing world. Therefore, to improve skill acquisition and capability in implementing the skills, experts recommend education in a controlled environment. That is, the closer the education environment to the reality, the more efficient is the learning. Role-playing is one of the novel and effective education methods that trigger

active learning. In this method, the learner has the chance to deal with a structured clinical setting, whereas in traditional methods, the trainee encounters random opportunities to gain experience. According to the new curriculum planning approved by the Supreme Council of Programming, role-playing method should be emphasized in "patient education" course. Role-playing brings in several advantages such as time and cost-saving in the program, higher performance of students, improvement of decisionmaking skills, and promotion of critical thinking. Such method can be used at all levels of nursing education. In addition, evaluation is another main pillar of any educational program, which can lead education from a static mode to a dynamic path. In fact, education and evaluation are two interwoven processes. Evaluation uncovers the extent of realization of learning goals by the students. Taking into account that nursing is a performance-based profession, measuring the realization of educational goals as acquired skills in the students is essential. It facilitates the complicated evaluation method and demonstrates how skills and knowledge mutually affect each other. The first level (reaction) refers to the level of reaction by the learners to all effective factors in an education course. In fact, reaction measures how the learner feels about the program. The second level (learning) refers to the nature and volume of changes in the learners caused by participation in the program. Behavioral change indicates whether or not the program has created a desired change in the learners' behavior. Finally, organizational performance indicates if the program is successful in meeting the organization goals.

Educational course evaluations are normally performed simply at the first level or the second level of the model at best. Such evaluations indicate the performance and efficiency of the model at two first levels. In most of the cases, efficiency evaluation at the third and fourth levels is neglected due to the complications.

Teaching method in the control groups was the standard method of the school, so that the approved contents of the course were instructed in theoretical and practical sections through eight 2 h sessions at the school. Theoretical instruction questions, and the practical instruction consisted of asking the students to select topics for training a orally deliver the trainings to consisted of giving lectures and asking/answering the patient. The the same method used for the control patient and design a teaching and evaluation plan to

theoretical education for the experimental group was group (eight 2 h sessions at school consisting of giving lecture and asking/answering questions). The practical section, however, consisted of different stages of role-playing as follows. Firstly, determining subject and problem statement. Students were grouped into groups

of 5-6 members. Then, they selected subjects of interest about educating patients based on consultation with advising instructors in the area of their course. The available subjects to choose from were orthopedic, digestion, and water and electrolyte disorders. Then, scenarios were developed by the students and reviewed by the instructor and researchers to make the required modifications. Mental and physical conditions of the patients were also taken into account in the design of scenarios. Secondly, selecting the role players and their roles, and practicing. The groups practiced in a practice room and the researcher observed the practices. Based on the observations, new members were added to some of the groups and a few modifications were made in the contents of scenarios. On the fourth stage preparing stage equipment and preparing students for the observation. To engage the students, the researcher assigned different tasks to them such as determining the obstacles of patient education, facilitators, physical and mental condition of the patient, the way of interaction of the medical team with the patient, and the role of the patient in the education process. After that, performing the show. Then discussing and evaluating the show. At the last stage is sharing experiences and generalization.

The researcher and instructor led the discussion to enable the performers to generalize the situations and outcomes after gaining experiences, so that they could use the experiences in practice.

Choosing an appropriate teaching method to enhance the learning and performance of nursing students is important, because for nursing education, having only theoretical knowledge is not enough. Experts have suggested training in reality-like environments to acquire skills. Role-play is one of the most appropriate methods to do this. In a study that compared the two methods of role-play teaching and group discussion on the performance of 30 interns in the field of transmitting bad news, it was found that, in the role-play group, the mean score of knowledge and performance of individuals was significantly higher than discussion group. Perhaps one of the reasons for role-playing method is more effective than group discussion is the greater participation of learners and the realization of the learning process for them Role-playing guides the learners toward understanding their social behavior and role in social interactions, developing empathy with others, and finding better problem-solving methods. Indeed, through actual visualization of roles and different subjects, the practitioners can better understand the needs and condition of patients. This leads to a higher empathy with patients, so that the students try to solve the physical and mental problems of patients using more effective methods. Another

reason for the better performance of students in the experimental group in terms of patient education comparing with the control group was the fact that role-playing, to some extent, fills the gap between theory and practice. Role-playing is one of the novel education methods that are used to teach theoretical concepts and bring them to the real world. Roleplaying method mentally prepares the students for learning as the students are given the chance to demonstrate their education technical skills in quasi- clinical setting and control their stress. On the other hand, role-playing gives the students not only a chance to practice their clinical skills, but also have the opportunity to polish their communicational skills and experience the patient's reaction to the care. All these lead to positive effects on the cares provided by students to patients. Role-playing is widely used for educating communication skills. It is a useful method for repeating, observing, and discussing the roles and directing the roles toward other educational programs. In addition, role-play method enables a nursing student to practice the role of a nurse in an environment similar to clinic. Therefore, the student is prepared to face professional situations and by increasing self-esteem, enables the student to accurately address the patient's problems. Knowing that improving knowledge of nursing entails several studies in different areas, the present study can be taken as the first step of many steps that need to be taken in the area of educational method and evaluation models with control of these limitations. A role-play situation is designed to reflect the interaction between a care provider and a patient in order to implement the expected therapeutic outcome. It is very important that health professionals should have the ability to apply effective communication skills during their interaction with their patients. The

issue of understanding is present in each role-play situation. Nurses have to use the appropriate listening skills in order to understand patients' problems. Understanding is of vast importance in the context of therapeutic communication, since it enables nurses to explore patients' problems and effectively support them. For this purpose, nurses have to use active listening in order to let patients know that they hear and understand them and collect useful information about their condition. Although a considerable number of health professionals use listening skills when communicating with patients, few of them use these effectively. When care providers use active listening during interaction with their patients, they encourage them to express their fears and worries, while they have the ability to control the conversation and collect accurate information about their condition. A variety of communication frameworks and processes can be used to guide the analysis of the interaction in a role-play situation. The Intersystem model serves as useful guide for nurses, since it is focused on the assessment of biological, psychological and spiritual subsystems of people, as well as the environment affecting them, and supports nurse-patient collaboration in the provision of effective care. Moreover, nurses can follow the psychoanalytical approach to counselling, where the counsellor intends to establish a clear picture of the patient's early development and life experiences, while he/she tries to uncover previous repressed conflicts in his life. People who use power have the ability to control behaviours, gain compliance and change beliefs, and thus, it is essential in human relationships. On the other hand, the use of power is a cause of conflict. Consequently, care providers need to play a conciliatory role in their interaction with aggressive patients during a role play situation.

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