

**EXPERIENCE OF USING THE CASE-TASK METHOD AS AN ASSESSMENT TOOL  
FOR DEVELOPING COMPETENCIES IN MEDICAL COLLEGE STUDENTS USING  
PEDIATRICS AS AN EXAMPLE**

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**Relevance** . The object of the study of this work is the process of development of education as an integral pedagogical system, and the subject of the study is innovative pedagogical technologies, as an integral part of the object of study. Pedagogical innovation is an innovation in the field of pedagogy, a targeted progressive change that introduces stable elements (innovations) into the educational environment, improving the characteristics of both its individual components and the educational system as a whole. Pedagogical innovations can be implemented both at the expense of the educational system's own resources (intensive development path), and by attracting additional capacities (investments) - new funds, equipment, technologies, capital investments, etc. (extensive development path). The combination of intensive and extensive paths of development of pedagogical systems allows for the implementation of so-called "integrated innovations", which are built at the junction of diverse, multi-level pedagogical subsystems and their components. Integrated innovations, as a rule, do not look like far-fetched, purely "external" events, but are conscious transformations that arise from deep needs and knowledge of the system. By reinforcing "bottlenecks" with the latest technologies, it is possible to increase the overall efficiency of the pedagogical system. The main directions and objects of innovative transformations in pedagogy are:

development of concepts and strategies for the development of education and educational institutions;

updating the content of education; changing and developing new technologies for teaching and upbringing;

improving the management of educational institutions and the education system as a whole;

improving the training of teaching staff and raising their qualifications;

designing new models of the educational process;

ensuring psychological and environmental safety of students, developing health-saving teaching technologies;

ensuring the success of teaching and education, monitoring the educational process and development of students;

- development of new generation textbooks and teaching aids, etc.

Innovations can be implemented at different levels. The highest level includes innovations that affect the entire educational system.

Progressive innovations arise on a scientific basis and contribute to the advancement of practice.

A fundamentally new and important direction has emerged in pedagogical science - the theory of innovations and innovation processes. Reforms in education are a system of innovations aimed at the fundamental transformation and improvement of the functioning, development and self-development of educational institutions and their management system.

Pedagogical technology is a set of psychological and pedagogical guidelines that determine a special set and arrangement of forms, methods, ways, teaching techniques, and educational tools; it is an organizational and methodological toolkit of the pedagogical process.

#### **MATERIAL AND METHOD ( S )**

Mastering active learning methods by teachers is important for increasing the efficiency of the educational process. **State of the problem** . Optimization of medical education is bringing the education system to a level that can provide each student with stable maximum results of training and education, close to their theoretical limits, in the most economical way with minimal time and effort of students and teachers. As a rule, logic alone cannot solve the situation. Creative skills in generating alternative solutions that cannot be found logically are very important.

Evaluation of the creative level of formation of competencies in students involves diagnostics of creative skills of students and is based on the following criteria: - ability to be creative; - possess self-development skills; - ability to generate alternative solutions to a problem; - implementation of social and professional self-development; - ability to generate original ideas, deviate from traditional patterns of thinking, readiness for innovation; - ability to create a document that is original and novel; - independently solve problems related to the methods of performing work in a separate area of practical activity of a paramedic.

An interesting way to assess the creative level of competence development is case-based tasks. The purpose of the case-based method is to teach students, during independent work or when working in a group, to analyze information, structure it, identify key problems, generate alternative

solutions, evaluate them, choose the optimal solution and develop action programs and evaluate the creative level of competence development in medical college students. The main function of the case-based method is to teach students to solve complex unstructured problems that cannot be solved analytically. The undoubted advantage of the situational analysis method is not only the acquisition of knowledge and the formation of practical skills, but also the development of a system of students' values, professional positions, life attitudes, a unique professional worldview and world transformation .

case - study method , or the method of specific situations, from English case – case, situation) is a method of active problem-situational analysis based on learning by solving specific problems - situations (case solving). The method refers to *non-game imitation active learning methods* and is considered as a tool that allows applying theoretical knowledge to solving practical problems.

**Introduction :** Case study analysis is a teaching method designed to improve skills and gain experience in the following areas:

- identification, selection and solution of problems;
- working with information – understanding the meaning of details described in the situation;
- analysis and synthesis of information and arguments;
- working with assumptions and conclusions;
- evaluation of alternatives;
- decision making;
- listening and understanding other students - group work skills.

**Classification of cases.** By complexity:

1- illustrative educational situations – cases, the purpose of which is to teach students the algorithm for making the right decision in a certain situation using a specific practical example;

2- training situations - cases with problem formation, in which the situation in a specific period of time is described, problems are identified and clearly formulated; the purpose of such a case is to diagnose the situation and independently make a decision on the specified problem;

3- training situations - cases without problem formation, which describe a more complex situation than in the previous version, where the problem is not clearly identified; the purpose of such a case is to independently identify the problem, indicate alternative ways to solve it with an analysis of available resources;

4 - applied exercises, which describe a specific situation that has arisen and suggest finding ways out of it; the goal of such a case is to find ways to solve the problem.

The development of practical situations can be done in two ways: based on the description of real events and actions of real workers or on artificially constructed situations. The material for these situations can be taken either from the real practice of various medical organizations, or the problem can be constructed in accordance with predetermined requirements.

In essence, cases are integrated complex problem-situational tasks. A distinctive feature of a case task is the absence of unambiguous solutions, which encourages the student to look for ways to optimize approaches, analyze solution methods and justify their choice.

**Relevance .** A level 3 case bank has been created in the pediatrics office. For « case studies » clinical cases and case histories of specific children are used. Case histories with a typical course of the disease, with various complications, are selected from the archive. We develop tasks or questions for each clinical situation and case history. For example, determine the causes and predisposing factors for the occurrence of the disease; assess, based on the available data, at what stage of pathogenesis the patient is on a certain day of stay in the hospital.

In pediatrics classes, students solve cases collegially in small groups (the speakers report the group solution) or independently outside the classroom with a written report. Case studies are also used to check students' understanding of the material already covered, to assess its assimilation, and to determine the ability to apply the acquired knowledge in practice. An interesting version of the method is also used, when students are offered real problems of practical health care for analysis. This allows the learning process to be brought closer to professional activity and to receive real benefits from the professional module programs implemented in the college. Introduction to the situation precedes a clinical analysis of the pathology. Then students are offered a case assignment. The order of work on a practical situation:

1. Familiarization with the situation.
2. Identifying problems.
3. Analysis of available information.
4. Clarification of the identified problems and determination of their degree of significance.
5. Analysis of the strengths and weaknesses of the situation under consideration.

Students are given clear recommendations on the case - study method : when reading the description of the case, it is necessary to define the problem and establish at what level the decision is made;

- it is recommended to list the facts given in the description of the situation and establish what is already known and what requires clarification or certain assumptions;
- you should write down all possible alternative solutions that can be taken in this situation;
- It is necessary to apply known theories and already covered educational material as widely as possible when formulating alternatives, analyzing them and choosing the final solution. The results of the work can be presented in written form (if the solution is presented as individual) or in the form of an oral presentation on behalf of a micro-group with the preparation of posters (if necessary), dividing functions between group members (co-reports) depending on the tasks they solve during the analysis of the problem contained in the description of the practical situation.

The student must share what the problem is, analyze it in the context of the described situation and suggest possible solutions. The task proposed in the case study may have several possible solutions. A case study usually does not end with the definition of a "correct" or "incorrect" solution; different approaches to solving the identified problem can be considered on an equal basis. In the discussion of the analysis of various solution options, the methods proposed in them should be analyzed, their acceptability and effectiveness in the proposed conditions should be assessed. The process of developing solutions is the essence of the case study method, and this process is often no less important than the solution itself. The main purpose of the case study method is to consolidate and deepen knowledge, develop algorithms for analyzing typical situations that allow you to quickly recognize similar situations in your work practice and make the most effective decisions on them, as well as activating the exchange of experience between students.

Methods of developing and ordering the analysis of a practical situation.

The case includes:

- situation – clinical observation, problem from real life;
- context of the situation - chronological, historical, context of place, features of the action or participants in the situation;
- a commentary on the situation provided by the author;
- questions or tasks for working with the case;
- applications.

During the development of a case study, its purpose is defined, the problem is formulated, the structure of the problem is determined, and a list of questions is listed for which the description of the situation is prepared. Students are given a written description of the problem or situation requiring analysis, and they

are asked to identify the main problem, analyze the information provided, and develop the most effective solution, from their point of view. The description of the situation may be of varying length, and the degree of detail in describing the situations may also vary. In group work, individual consideration is followed by a group discussion stage, and then a presentation of the results of the group discussion. If several subgroups worked on the analysis of the situation, each of them prepares its own presentation. After the presentation of the results of all groups' work on the proposed practical situation, the teacher comments on the conclusions and proposals made and summarizes.

Students are usually asked a number of questions to analyze and discuss the proposed practical situation. Most often, these questions are aimed at clarifying what assessment of the situation, the problems considered in it, the actors, their behavior in this situation, the decisions made, the possible consequences of the development of the proposed situations, etc. Examples of questions for analysis:

- What is the main problem? What other problems can you identify in the presented situation?
- Is it (them) possible to solve under these conditions?
- What are the possible solutions to the identified problems?
- What ethical, legal or moral difficulties arise or may arise in the process of solving the identified problems?
- How do you assess the behavior of the FAP (polyclinic) paramedic in this situation? What would you do?
  - What do you think are the reasons? we, who prompted such and such a health worker to take such and such actions? What could be the consequences?
  - What information is needed to resolve this issue? What set of procedures would you use to obtain the necessary information?
- What conclusions can be drawn from the analysis performed?

**Conclusions:**

The technological approach, that is, new pedagogical technologies, guarantee the achievements of students and further guarantee their

The creation of technology is impossible without creativity. For a teacher who has learned to work at the technological level, the cognitive process in its developing state will always be the main guideline.

The use of innovative pedagogical technologies contributes to:

- improving the quality of education;
- improving the qualifications of teachers;
- application of pedagogical experience and its systematization;
- use of computer technologies by students;
- maintaining and strengthening the health of students;
- improving the quality of education and training.

Thus, all the above technologies are primarily aimed at improving the quality of medical education. However, the very concept of "quality of the educational process" is characterized differently from the point of view of each participant:

- learning without fatigue;
- maintaining students' health, both mental and physical;
- success of learning;

Modern pedagogical technologies, such as cooperative learning, project methodology, interactive interaction, the use of new information technologies help to implement a personality-oriented approach to children, ensuring individualization and differentiation of the pedagogical process taking into account their abilities and level of development. Today, the focus is on the student, his personality, his unique inner world. Therefore, the main goal of a modern teacher is to choose the methods and forms of organizing the educational process that are optimal correspond to the set goal of personal development.

### **Conclusions:**

1. The systematic use of case studies activates students' creativity, develops analytical and communication skills, leaving students alone with real situations.
  2. The case-study method integrates developmental learning technologies, including procedures for individual, group and collective development, the formation of diverse personal qualities of students. The method acts as a technology of collective learning, the most important components of which are work in subgroups and mutual exchange of information.
- case-study method in training can be considered as a synergetic technology, the essence of which lies in the preparation of procedures for immersing a group in a situation, the formation of effects of knowledge multiplication, insight, and exchange of discoveries.
4. Analysis of practical situations is one of the most effective methods of active training in decision-making and problem-solving skills, skills of analysis, diagnostics, and decision-making,



which will allow them to be more successful in solving similar problems in their professional activities.

5. Case assignments can be used as individual homework when organizing independent work outside the classroom, followed by a discussion of the clinical situation by different students in class.

6. We consider it appropriate to use cases in the final lesson of each professional module.

7. It is necessary to develop your own practical situations and typical problems that paramedics face.

8. It is recommended to develop methodological recommendations for students on the use of cases.

9. The case method wins a positive attitude from students, who see it as an opportunity to show initiative, feel independent in mastering theoretical principles and acquiring practical skills.

10. Analysis of situations has a strong impact on the professionalization of students, contributes to their maturation, and forms interest and positive motivation for learning.

11. The case method effectively contributes to the formation of general competencies:

- make decisions in standard and non-standard situations and take responsibility for them;
- take responsibility for the work of team members for the results of completing tasks;
- work in a team and in a group, communicate productively with colleagues and consumers;
- understand the essence and social significance of your future profession;
- organize your own activities, choose typical methods and ways of performing professional tasks.

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