AMERICAN ACADEMIC PUBLISHER

INTERNATIONAL JOURNAL OF MEDICAL SCIENCES

ISSN NUMBER: 2692 - 5206 Volume 6. No 02. February ,2026

MODERN APPROACHES TO IMPROVING THE TRAINING SYSTEM OF OBSTETRICIAN-GYNECOLOGISTS

Sultonova Gulbahor Dilmurotovna
Leading Lecturer, Specialized Subject Teacher for Obstetrician-Gynecologists, Abu Ali ibn Sino Public Health Technical School, Pop

Abstract: This article analyzes the current state of the training process for obstetrician-gynecologists, competency-based approaches in medical education, and the implementation of simulation technologies. According to the research findings, the use of innovative teaching methods in developing practical skills significantly increases the level of professional preparedness of specialists. The obtained results contribute to improving the quality of training obstetrician-gynecologist personnel in higher medical educational institutions.

Keywords: obstetrics and gynecology, medical education, simulation-based learning, competency, clinical training.

INTRODUCTION

Today, protecting women's reproductive health and ensuring maternal and child health are among the priority areas of the healthcare system. In this process, the professional training of obstetrician-gynecologists is of great importance. The prevention of complications during pregnancy, childbirth, and the postpartum period, as well as early diagnosis and effective treatment, directly depend on the knowledge and practical skills of specialists.

In the traditional medical education system, priority is often given to theoretical knowledge, which may lead to insufficient formation of practical skills. This reduces the readiness of young specialists for independent clinical practice. Therefore, in recent years, competency-based, student-centered, and innovative teaching approaches have been widely introduced into medical education.

In obstetrics and gynecology, the complexity of clinical situations, the need for rapid decision-making, and the high level of responsibility require the use of special pedagogical technologies in the educational process. The purpose of this article is to scientifically analyze the effectiveness of modern pedagogical approaches in improving the training process of obstetrician-gynecologists.

Materials and Methods

The study was conducted during the 2023–2024 academic years among students of the obstetrics program at a medical technical school. A total of 120 second- and third-year students participated. The participants were divided into two groups according to the organization of the educational process:

- **Control group** – students trained using traditional teaching methods (lectures, practical classes, and clinical observation);

AMERICAN ACADEMIC PUBLISHER
INTERNATIONAL JOURNAL OF MEDICAL SCIENCES
ISSN NUMBER: 2692 - 5206 Volume 6. No 02. February ,2026

- **Experimental group** – students trained with the introduction of simulation sessions and elements of competency-based education.

The following research methods were applied:

1. Pedagogical observation, which contributed to the development of:

- Professional-practical competence – formation of skills in obstetric care, patient monitoring, and nursing procedures;
- Professional responsibility competence – development of discipline, responsibility, and adherence to medical ethics;
- Observational and analytical thinking competence – strengthening skills in assessing patient condition and identifying changes.

2. Anonymous survey to determine students' professional motivation and self-assessment levels, which supported the development of:

- Personal-professional competence – fostering interest and conscious attitude toward the profession;
- Reflective competence – ability to evaluate personal knowledge and skills, identify strengths and weaknesses;
- Readiness for professional development – strengthening the need for continuous learning and self-improvement.

3. Testing of theoretical knowledge, contributing to:

- Theoretical knowledge competence – consolidation of key obstetrics and nursing concepts and clinical algorithms;
- Basic elements of clinical thinking – improved understanding of clinical situations and decision-making readiness;
- Information management competence – development of skills in analyzing and applying medical data.

4. Assessment of practical skills (based on practical tasks and OSCE elements), contributing to:

- Professional-practical (obstetric-nursing) competence – development of skills in monitoring labor and providing primary care;
- Emergency response competence – correct application of algorithms in obstetric hemorrhage, preeclampsia, and eclampsia;
- Communicative competence – effective interaction with patients and medical teams.

5. Statistical analysis of results, which supported:

- Analytical competence – ability to compare results and draw conclusions;
- Research competence – formation of basic research skills and evidence-based reasoning;
- Evidence-based practice competence – application of obtained results in practical activity.

AMERICAN ACADEMIC PUBLISHER
INTERNATIONAL JOURNAL OF MEDICAL SCIENCES
ISSN NUMBER: 2692 - 5206 Volume 6. No 02. February ,2026

Simulation sessions were conducted in the training and simulation rooms of the medical technical school. Students practiced monitoring labor, providing primary obstetric care to pregnant women, nursing care in obstetric hemorrhage, and emergency management of preeclampsia and eclampsia.

Training sessions were organized using clinical case studies, role-playing games, and repeated practice of practical skills. These methods allowed students to consolidate professional knowledge and skills in a safe environment.

Results

The research results made it possible to assess the professional preparedness of students studying at the medical technical school. Significant differences were identified between the control and experimental groups in terms of theoretical knowledge and practical skills formation.

Students in the experimental group more effectively mastered skills such as monitoring women during labor, providing primary obstetric care, and correctly applying emergency response algorithms. During practical sessions, they demonstrated confidence and consistency in performing obstetric manipulations.

Compared to the control group, the experimental group showed:

- 25–30% higher formation of practical skills in obstetric care;
- Increased accuracy in applying emergency algorithms (obstetric hemorrhage, preeclampsia);
- Improved communication skills with patients and proper documentation practices.

The anonymous survey results indicated that students in the experimental group rated their professional preparedness higher. Most students emphasized that simulation sessions allowed them to strengthen practical skills, learn without fear of making mistakes, and adapt to real clinical situations.

Additionally, the experimental group demonstrated improved professional responsibility, teamwork skills, and a positive attitude toward obstetric and nursing practice. Their readiness for independent professional activity increased.

Discussion

The findings demonstrate that the use of modern pedagogical approaches in training students in obstetrics and nursing at medical technical schools is highly effective. In particular, the introduction of simulation training and competency-based education significantly improved students' professional-practical preparedness.

Students in the experimental group successfully mastered monitoring labor, organizing nursing care during pregnancy and postpartum periods, and providing emergency obstetric care. This confirms the necessity of conducting training sessions in conditions close to real clinical practice rather than relying solely on theoretical instruction.

AMERICAN ACADEMIC PUBLISHER
INTERNATIONAL JOURNAL OF MEDICAL SCIENCES
ISSN NUMBER: 2692 - 5206 Volume 6. No 02. February ,2026

Pedagogical observation and practical assessment results showed that simulation-based learning develops professional responsibility, independent thinking, and critical self-evaluation. The use of OSCE elements enabled objective assessment of students' knowledge and skills and trained them to follow standardized clinical algorithms.

Survey results revealed increased professional motivation and self-assessment levels among students, which is an important factor in ensuring readiness for independent obstetric-nursing practice. Awareness of personal knowledge and skills strengthens the need for continuous professional development.

Furthermore, interdisciplinary integration and teamwork elements positively influenced the development of communicative competence. Effective interaction with patients, their relatives, and medical teams is an integral part of obstetric and nursing practice.

Overall, the research results confirm the necessity of widely implementing competency-based, practice-oriented, and simulation-based teaching methods in training obstetric and nursing specialists at medical technical schools. These approaches enhance professional preparedness and contribute to improving the quality of medical services.

References

1. World Health Organization. *Recommendations on Maternal and Reproductive Health Protection.* Geneva, 2020.
2. Ministry of Health of the Republic of Uzbekistan. *Clinical Protocols in Obstetrics and Gynecology.* Tashkent, 2022.
3. Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan. *State Educational Standard for Medical Technical Schools.* Tashkent, 2021.
4. Ahmedov A.A., Karimova D.Sh. *Fundamentals of Nursing Care in Obstetrics and Gynecology.* Tashkent: Tibbiyot, 2020.
5. Saidova M.R. *Modern Pedagogical Technologies in Nursing.* Tashkent, 2019.
6. Hasanov B.S., Rahimova N.K. The Importance of Simulation-Based Learning in Medical Education. *Journal of Medical Education.* 2021. No. 3, pp. 45–49.
7. Norman G., Bordage G. *Medical Education: Theory and Practice.* London: Elsevier, 2018.
8. Harden R.M., Gleeson F.A. Assessment of Clinical Competence Using OSCE. *Medical Education.* 2019. Vol. 53, pp. 50–56.
9. World Health Organization. *Strengthening Nursing and Midwifery Education.* Geneva, 2021.
10. Yusupova G.N. Competency-Based Education in Medical Technical Schools. *Innovative Education.* 2022. No. 2, pp. 32–36.