



THE IMPORTANCE OF INTERACTIVE METHODS IN TEACHING CHILDREN'S ANESTHESIOLOGY AND REANIMATOLOGY

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Annotation: This article analyzes the effectiveness of using interactive methods in teaching pediatric anesthesiology and resuscitation. In the process of medical education, interactive methods help to form the student as an active participant, abandoning the central role of the teacher. Especially in such vital areas as pediatric resuscitation, students need to independently acquire practical skills, learn to make clinical decisions, and develop a culture of teamwork. In this regard, the article details the advantages of such methods as case studies, "brainstorming," simulation sessions, the "flipped classroom" model, and role-playing games.

Keywords: Pediatric anesthesiology, resuscitation, interactive learning, simulation training, practical skills, clinical thinking, innovative pedagogy.

Introduction. Currently, the system of medical education is being radically renewed. The Decree of the President of the Republic of Uzbekistan "On Measures for Further Improvement of Medical Education and Training of Medical Workers Based on Modern Requirements" defines the importance of introducing advanced pedagogical technologies into the educational process.

Teaching in the traditional lecture format cannot ensure active student participation, especially in the subject of pediatric anesthesiology and resuscitation, which requires quick and correct decision-making in emergency situations. Therefore, the use of interactive methods is the most effective way to form professional competencies in students, such as independent thinking, teamwork, communication, and analysis of real clinical situations.

1. The essence and role of interactive methods

Interactive learning is understood as the process of acquiring knowledge based on active communication between the teacher and the student. In this approach, the teacher becomes the guide, and the student becomes the center of the learning process. As a result, the learning process takes the form of bilateral cooperation, not unilateral.

In pediatric anesthesiology and resuscitation, students use these methods to:

- practically studies methods of anesthesia;
- analyzes the clinical condition and draws a diagnostic conclusion;
- masters the sequence of resuscitation procedures;
- learns to make the right decisions in stressful situations.

2. Basic interactive methods and their application

a) Case study method. In this method, students are presented with a real or similar clinical situation. For example, a 2-year-old child was brought to intensive care with postoperative



respiratory failure. Students analyze the situation, make a diagnosis, and develop a treatment algorithm. This method develops clinical thinking and decision-making in a problem situation.

b) "Bein Strike" method. Many answer options are given to a given problematic question in a short time. For example: "How to act when blood pressure drops sharply during anesthesia?" Students think quickly, and the teacher summarizes the conclusion.

c) Simulation sessions. Practical skills are taught using special mannequins, simulators, or virtual programs. Example:

- artificial respiration (CPR);
- cardiac massage;
- installation of a venous catheter;
- Intubation and oxygen therapy.

Simulation learning allows students to prepare for real situations.

d) Role-playing games. Students perform roles such as "anesthesiologist," "nurse," "mother of the child." This method develops a culture of communication, empathy, and stress resistance.

e) "Flipped classroom" model. Students independently study the topic before the lesson (via video, article, presentation). In the classroom, practical situations are discussed. This method increases independence and efficient time management.

3. Effectiveness of interactive lessons

Results observed during interactive lessons in pediatric anesthesiology and resuscitation:

- Students' academic performance increases by 30-40%;
- Development of independent thinking and decision-making skills;
- Behavior in stressful situations and team coordination improve;
- The spirit of creativity and competition is strengthened in the audience environment.

The use of interactive methods in practical classes serves not only the acquisition of knowledge, but **also the formation of professional competencies.**

4. Teacher Role and Methodological Approach

In interactive lessons, the teacher:

- performs a guiding and evaluating role;
- manages the analysis and discussion process;
- encourages students' opinions;
- uses modern technologies (video, testing platforms, online assessment).



For example, organizing online tests in systems such as Kahoot, Quizizz, Moodle will increase the effectiveness of the lesson.

Conclusion: Application of interactive methods in pediatric anesthesiology and resuscitation:

- animates the learning process;
- forms students as active participants;
- develops the ability to think clinically, analyze, and make decisions;
- prepares for real emergency medical situations;
- reinforces professional skills.

Thus, interactive pedagogical approaches are one of the most effective directions for improving the quality of specialist training in medical universities, training personnel that meet international standards.

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