

PUBLIC HEALTH AND HEALTHCARE. HEALTH ECONOMICS

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Annotation

This article, in accordance with the additional professional educational program for advanced training of teachers of medical universities, presents materials on interactive methods of teaching and control in a medical university, questions for self-monitoring of learning, tasks for independent work, literature and applications. Recommended for teachers of medical universities, including those undergoing training in the system of advanced psychological and pedagogical qualifications, graduate students interested in issues of adaptation and implementation of interactive methods in the educational practice of higher education.

GOAL : training a qualified specialist with a system of general cultural and professional competencies, capable and ready for independent professional activity, mainly in the conditions of: primary health care; urgent; emergency, including specialized, medical care; as well as specialized, including high-tech, medical care, in accordance with the qualification characteristics for the relevant specialty In the field of state policy in the field of education of citizens of the Uzbek Republic, the ongoing reform of higher professional education poses new challenges and leads to serious changes in the educational and pedagogical process. The positive aspects of the ongoing reforms lead to interesting results obtained by higher education teachers, but at the same time they require an in-depth comprehensive analysis in order to meaningfully introduce innovative methods in the pedagogical process. The most interesting is the use of interactive forms of learning, which are widely used in both secondary and higher education. The advantage of interactive forms is the involvement of students in the process of mastering the material, in which there is no need to stimulate the student, since he himself is interested in what is happening. At the same time, interactive forms of learning, according to a number of authors, have some disadvantages. Since the material is presented only in an interesting, educational form that facilitates assimilation, but does not require effort,

perseverance, or the ability to work independently, priority in teaching with an emphasis only on interactive forms without the use of lectures and self-training of students as an important component of the educational and pedagogical process leads to , that the student does not develop the ability to think, take a comprehensive approach to solving a problem, the ability to integrate knowledge into practice, and make independent decisions. As a result, based on significant domestic and foreign experience, it is advisable to use interactive forms of training in combination with traditional classical forms of education, including lectures and seminars, which will lead to a comprehensive assimilation of the subject and the acquisition of basic knowledge. Among the wide variety of interactive forms (tests, case systems, lecture-discussion, project defense, etc.), the use of a business game is of greatest interest. This is due to the fact that a business game combines the need to combine the student's individual abilities with teamwork, the ability to distribute responsibilities, and organize the work of other team members. The idea of competition is partly attractive to most students, so the offer to take part in a business game is perceived positively. A business game, as a rule, has a preparatory stage; therefore, for a certain period of time it is preceded by an organized practical lesson that models the elements of students' future activities and is aimed at improving the quality of their professional training.

Methodologically competent conduct of business games provides a rational form of preparing students for their future profession. In the process of conducting them, a special type of student relationship is formed, which is qualitatively different from traditional educational forms. This is a relationship of constructive cooperation, creation and professional development of the personality of each student. Studying the experience of conducting business games on certain topics indicates the presence of many different options, approaches to determining their content and structure. At the same time, the creative methodological activity of a teacher in developing and conducting business games involves taking into account and using systematized positive experience reflected in the publications of a number of authors in the pedagogical and methodological literature. As practice shows, high-quality methodological development of a number of these elements causes certain difficulties for teachers. A goal is a pre-planned result of a business game. As a rule, experienced teachers determine the goals of business games to deepen and systematize knowledge, develop students' general and professional competencies, and gain experience in mastering certain types of professional activities in accordance with the working curriculum of the discipline and the topic of classes.

These goals, in fact, determine the tasks, content and structure of the business game, which contributes to the achievement of the planned result. Organizing the educational and professional activities of students to achieve goals in accordance with the scenario and rules is the basis for conducting a business game. Students are not always able to correctly separate reality and convention, model and simulation, in a business game. The combination of an optimal balance between these components when developing a scenario containing a certain life situation for practical resolution (when this balance is achieved, the business game is filled with interesting gaming and educational content) allows for the implementation of a system-activity approach that brings students closer to the conditions of future professional activity.

An educational business game is a practical lesson that simulates various aspects of students' professional activities and provides conditions for the comprehensive use of their existing knowledge of the subject of professional activity, improving their foreign language speech, as well as more complete mastery of a foreign language as a means of professional communication and a subject of study. The educational business game is based on general game elements: the presence of roles, situations in which roles are implemented; various game items. However, unlike other games, including games of an educational nature, a business game has, along with the listed game elements, individual features inherent only to this type of educational work, without which the game cannot be considered a business one: modeling in the game the conditions of professional activity and the professional activity of students that are close to real conditions (simulating them); gradual development, as a result of which the completion of tasks of the previous stage influences the course of the subsequent one; the presence of conflict situations; mandatory joint activities of game participants fulfilling the roles provided for by the game conditions;

Description of the game simulation object; control of playing time; a system for assessing the progress and results of the game, previously developed and used in this game; rules governing the course of the game; element of competition. The traditional form of presenting the material, combining lectures with seminars, in which, among other things, test tasks, situational tasks, and control tasks were completed, remains a classic component of the educational process. It is advisable to provide assignments on the conditions and timing of a business game at the beginning of the educational process, at the beginning of the semester, so that students immediately understand the scope of the work and can plan their actions in advance. For this purpose, hours are allocated as part of a practical lesson, and questions that arise can subsequently be discussed in seminar classes. It should be noted that the explanations

should not provide the student with a ready-made answer that he (or she) can use, but should enable him to independently analyze the situation and formulate his own opinion and conclusions based on this.

Within the discipline "Public health and healthcare. Health Economics" presents a business game using factual materials from practical healthcare to master the methods of this discipline. The game is performed by the group in one training cycle and is filled out according to the appendices to the textbook. Using a business game on the subject allows you to put into practice the following methods of public health and healthcare: статистический, социологический, экономический, социально-психологический, работа с учетной и отчетной документацией, метод экспертных оценок. The choice of methodology depends on the thematic lesson plan and the number of allocated classroom hours for the discipline. At the first stage, students are divided into actors and their functions in the business game are determined. Thus, it is necessary to single out the chief physician, social psychologist, medical statisticians, economist, chief accountant, head of department, attending physician, freelance expert, and head of the organization.

The chief physician has the following functional responsibilities: carrying out an analysis of the activities of a medical organization and drawing up a certificate of work and prospects for the work of a medical organization; drawing up and concluding contracts; analysis and analysis of patient complaints, level 3 internal control of the quality and safety of medical activities, statement of types of medical care; control over the implementation of work sections. A social psychologist assesses the socio-psychological climate in the team, the effectiveness and flexibility of the manager's management; psychological compatibility of the manager and team members; selective sociological research on the activities of a medical organization.

Medical statisticians calculate performance indicators of a medical organization and population health indicators, provide a graphical representation of indicators, and use various statistical techniques (reliability assessment, correlation, standardization). Thus, as a result of using a business game within the discipline "Public health and healthcare. Health Economics", the knowledge gained in lectures is consolidated. By asking various questions, considering methods in practical application, students show interest and inquisitiveness, which ensures better assimilation of the material, increased motivation for the final result, and increased work efficiency in a practical lesson. The next positive aspect is gaining teamwork skills and the ability to distribute responsibilities. Thirdly, this is mastering the ability to make choices that

one is faced with constantly, and this skill contributes to the acquisition of both positive and negative experiences, including choosing a life path.

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