ORGANIZING THE APPLICATION OF INTERACTIVE METHODS IN THE DISTANT PRACTICAL TRAINING DURING THE COVID-19 PANDEMYI

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Relevance

In today's digital and COVID-19 pandemic era, one of the most important issues is to improve the distant education system and to develop the application of interactive methods in the acquisition of practical skills. Full mastery of practical skills is a guarantee of qualified medical care. The key elements of teaching practical skills are the visualization of teaching, the awareness and activity of students in teaching, and the connection between theory and practice. In the modern educational process, as an additional technical tool for self-reinforcement of the material received by the student in practical training, it is possible to offer educational electronic publications, computer training systems, video teaching materials.

Methods of Examination:

In the practical training with the participation of 2nd year students of group №203 of the Faculty of Nursing of the Tashkent Medical Academy, open lessons were conducted using interactive methods, and students of group № 205 were taught remotely using video files on the MOODLE platform. A survey was conduced before and after examination to find out students' impressions. According to the questionnaire students of group №203 were asked, «Was today's practice more interesting than the previous one?» - 90 (68.75%) students said that it was easier for them to learn practical skills in the classroom through interactive methods, while 38 (23%) students said that they used video files. they replied that the study had become more understandable. A total of 17 (10.6%) of the faculty students reported that the lessons were not interesting. The next question «Have you mastered the practical skills?» was answered by 90 (68.1%) of the students asyes and the remaining 56 (35.0%) agreed. Our participants told about the successes in their emergency distance learning and the difficulties they faced. In general, it was difficult for most participants to remotely teach clinical skills and manage large groups of students in synchronous online classes. In terms of institutional support, teachers with lower technological literacy needed timely technical support, while teachers who were innovative in their online learning practices found that IT support alone could not fully meet their needs.

In conclusion, we have witnessed the specifics of the medical field, including the importance of direct commnication with patients, the ability to perform practical skills and procedures in clinical practice, and the use of inter active methods to improve students' mastery of practical knowledge. In order to ensure the continuity of education, taking into account the pandemic conditions and the continuity of education, the full coverage of the lessons taught by the teacher, the delivery of information in a clear

and easy-to-understand way by choosing the appropriate method allowed to master. A good educator uses methods to provide students with enough information, whether the lessons are distance or regular

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