

**SCIENCE**  
**PROBLEMS.UZ**

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Actual problems of social and humanitarian sciences  
Актуальные проблемы социальных и гуманитарных наук

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**2024**

**SCIENCEPROBLEMS.UZ**

**ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ  
ДОЛЗАРБ МУАММОЛАРИ**

*№ S/7 (4) - 2024*

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-  
ГУМАНИТАРНЫХ НАУК**

**ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**ТОШКЕНТ-2024**

## **БОШ МУҲАРРИР:**

Исанова Феруза Тулқиновна

## **ТАҲРИР ҲАЙЪАТИ:**

### *07.00.00-ТАРИХ ФАНЛАРИ:*

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймаҳамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

Саидов Сарвар Атабулло ўғли – катта илмий ходим, Имом Термизий халқаро илмий-тадқиқот маркази, илмий тадқиқотлар бўлими.

### *08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:*

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Хожаев Азизхон Саидалоҳонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакарров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

### *09.00.00-ФАЛСАФА ФАНЛАРИ:*

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулов Жамолiddиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудири;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

### *10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:*

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизиллович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

#### 12.00.00-ЮРИДИК ФАНЛАР:

Аҳмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуротовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат ҳавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Эргашев Икром Абдурасулович – юридик фанлари доктори, профессор, Тошкент давлат юридик университети;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич – юридик фанлар номзоди, Тошкент давлат юридик университети;

#### 13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Ҳашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Каюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохид Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

#### 19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Караматдиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

#### 22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабобовна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

#### 23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

### ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

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[scienceproblems.uz@gmail.com](mailto:scienceproblems.uz@gmail.com)

### Боғланиш учун телефонлар:

(99) 602-09-84 (telegram).

#### **07.00.00 – TARIX FANLARI**

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MASALALARI ..... 179-183*Сеитниязов Камарбек Парахатович*ДАВЛАТ ФУҚАРОЛИК ХИЗМАТИ ТУШУНЧАСИНИНГ ЎЗИГА ХОС  
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## **FROM SCALPEL TO BLACKBOARD: HOW MEDICAL TRAINING IS REVOLUTIONIZING PEDAGOGICAL APPROACHES**

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**Abstract.** This article investigates the transformative changes in medical education as it shifts from traditional, hands-on training to innovative pedagogical methods. The study highlights the impact of advanced technologies, interdisciplinary collaboration, and patient-centered care on modern medical training. Through a mixed-methods approach, encompassing literature reviews, surveys, interviews, focus groups, and case studies, the research explores the adoption and effectiveness of simulation-based learning, digital platforms, problem-based learning (PBL), and interprofessional education (IPE). Key findings reveal widespread adoption of these methods, improved clinical skills and student engagement, but also significant challenges such as resource limitations and resistance to change. The study calls for further research into the long-term effects of these innovations and emphasizes the need for strategic planning and support to overcome implementation barriers.

**Keywords:** Medical Education, Pedagogical Innovation, Simulation-Based, Learning, Digital Learning Platforms, Problem-Based Learning (PBL), Interprofessional Education (IPE), Active Learning, Clinical Training, Educational Technology, Teaching Methodologies.

## **SKALPELDAN DOSKAGACHA: TIBBIY TA'LIM PEDAGOGIK YONDASHUVLARNI QANDAY INQILOB QILMOQDA**

**Rabbimova Nodira Tashtemirovna,**

Samarqand davlat tibbiyot universiteti, Yuqumli kasalliklar kafedrası

**Annotatsiya.** Ushbu maqolada tibbiy ta'limning an'anaviy, amaliy mashg'ulotlardan innovatsion pedagogik usullarga o'tishidagi o'zgarishlar o'rganiladi. Tadqiqotilg'or texnologiyalar, fanlararo hamkorlik va bemorlarga yo'naltirilgan parvarishning zamonaviy tibbiy tayyorgarlikka ta'sirini ta'kidlaydi. Adabiyotlarni o'rganish, so'rovlar, intervyular, fokus-guruhlar va amaliy tadqiqotlarni o'z ichiga olgan aralash usulli yondashuv orqali tadqiqot simulyatsiyaga asoslangan ta'lim, raqamli platformalar, muammoli ta'lim (PBL) va kasblararo ta'limni qabul qilish va samaradorligini o'rganadi (IPE). Asosiy topilmalar ushbu usullarning keng qo'llanilishini, takomillashtirilgan klinik ko'nikmalarni va talabalarni jalb qilishni, shuningdek, resurslarning cheklanishi va o'zgarishlarga qarshilik kabi muhim muammolarni ochib beradi. Tadqiqot ushbu yangiliklarning uzoq muddatli ta'siri bo'yicha qo'shimcha tadqiqotlarni talab qiladi va amalga oshirish to'siqlarini yengib o'tish uchun strategik rejalashtirish hamda qo'llab-quvvatlash zarurligini ta'kidlaydi.

**Kalit so'zlar:** Tibbiy ta'lim, pedagogik innovatsiyalar, simulyatsiyaga asoslangan, o'rganish, raqamli ta'lim platformalari, muammoli ta'lim (PBL), Kasblararo ta'lim (IPE), faol ta'lim, klinik ta'lim, ta'lim texnologiyalari, o'qitish metodikasi.

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**Introduction.** Medical education is experiencing a profound transformation as it moves from traditional hands-on training to more diverse and innovative pedagogical methods. The

shift from "scalpel to blackboard" represents not just a change in tools, but a revolution in how future physicians are taught and trained. With advances in technology, an emphasis on interdisciplinary collaboration, and the growing need for adaptive, patient-centered care, medical education is embracing new approaches like simulation-based learning, digital platforms, and problem-based curricula. These methods are not only enhancing clinical skills but also fostering critical thinking, communication, and decision-making abilities. This article examines the evolving landscape of medical training, highlighting how modern pedagogical innovations are reshaping the way medical professionals are prepared to face the complexities of contemporary healthcare.

**Literature review.** The evolving domain of medical education has increasingly prioritized innovative pedagogical strategies, which exhibit the potential to impact wider educational practices. Contemporary research emphasizes the significance of incorporating active learning, simulation-based training, problem-based learning (PBL), and interprofessional education (IPE) within medical curricula. Although these methodologies originated within medical contexts, they have garnered interest from educators in other disciplines aiming to enhance educational outcomes.

Researchers such as Prince and Freeman et al. contend that active learning techniques, essential in medical education, significantly improve student engagement and knowledge retention across various fields[1]. Clinical rotations, simulations, and other experiential learning practices align with Kolb's experiential learning theory, which includes the stages of reflection, conceptualization, and experimentation[2]. Gulfura Tashmetova asserts that the professional communicative competence of medical students is developed through targeted language learning requirements. These requirements are grounded in practical experience and encompass essential skills such as listening comprehension, speaking, reading, and writing[3]. She emphasizes the importance of practical language learning for developing medical students' professional communication skills. The relevance of this model extends beyond healthcare into disciplines like engineering and business, where hands-on learning promotes deeper comprehension. However, Smith and Cardaciotto[4]warn that active learning is resource-intensive and necessitates institutional backing to be effectively implemented in different educational settings.

Z.Akramova similarly highlighted the significance of pedagogy in medicine. She noted that in everyday life, a wide range of pharmaceuticals, medical devices, and traditional medicinal practices are commonly utilized at home. In this context, the proper use of medications and equipment plays a crucial role in expediting recovery and minimizing complications associated with illness[5].

IPE, which brings together students from various healthcare professions, has been recognized as a vital component in fostering teamwork and reducing medical errors. Studies by Reeves et al.[6]and Thistlethwaite[7]demonstrate IPE's beneficial impact on patient outcomes by improving communication and fostering mutual respect among healthcare professionals. In recent years, analogous models of collaborative learning have been explored in fields such as public administration and business, where interdisciplinary collaboration is crucial. However, Barr et al. argue that successful adaptation of IPE to non-healthcare environments necessitates clearer role definitions and enhanced communication strategies[8].

D.Sharapova, a notable Uzbek scholar, has contributed valuable insights in this area. She emphasizes that examining the interrelationship between medicine and pedagogy is currently one of the most pressing issues. According to her, transformations within both state and private educational institutions, along with evolving teaching methodologies, reflect broader shifts in modern society due to advancements in civilization and innovation. Understanding the connection between medicine and pedagogy is not merely of theoretical interest but also holds significant practical relevance[9]. Kodirova Sh.A. and Mustaeva G.B., in their article "The Role and Significance of Innovation Technology in Clinical Training," emphasize that students in medical universities efficiently engage with interactive approaches during practical instruction in clinical disciplines. She highlights the critical importance of understanding the practical and theoretical relationship between medicine and pedagogy amidst societal changes.

Addressing these challenges will allow educators to harness the strengths of these approaches to enhance learning outcomes across diverse disciplines. This enriched analysis, incorporating perspectives from multiple scholars, emphasizes the cross-disciplinary significance of medical education techniques while acknowledging the complexities of their broader application.

**Research Methodology.** This research employs a mixed-methods approach to explore the evolution of pedagogical practices in medical education, combining both quantitative and qualitative data for a comprehensive analysis. The study conducts an extensive literature review of articles from 2012 to 2023, focusing on technological advancements, simulation-based learning, problem-based learning, and other innovations. This review identifies trends, challenges, and research gaps in the field. Quantitative data are collected through structured online surveys distributed to medical educators, students, and academic leaders. These surveys evaluate the adoption and effectiveness of new teaching strategies and the obstacles faced. Data are analyzed with statistical software to uncover patterns and relationships. Qualitative data are gathered from semi-structured interviews and focus groups with medical faculty, administrators, and students from various backgrounds. These discussions provide deeper insights into personal experiences with new pedagogical approaches, including their impact on student engagement, learning outcomes, and clinical readiness.

Additionally, the study examines case studies from leading medical institutions that have successfully implemented innovative teaching methods such as virtual simulations, flipped classrooms, and interdisciplinary approaches. These case studies illustrate practical applications and adaptations of these pedagogical strategies. The research integrates findings from both quantitative surveys and qualitative interviews with case study examples to provide a thorough understanding of the transformative changes in medical education. This mixed-methods approach offers a detailed perspective on the shift from traditional to innovative teaching methodologies in the field.

**Analysis and Results.** The analysis of data from literature reviews, surveys, interviews, focus groups, and case studies offers a detailed look into the trends and impacts of innovative pedagogical methods in medical education. The literature review highlights a shift from traditional methods to interactive, technology-based approaches such as simulation-based learning, digital resources, and problem-based learning (PBL). These methods are effective in improving clinical competencies, critical thinking, and learner engagement but reveal gaps in research on their long-term outcomes and scalability.

Survey data indicates a high adoption rate of these methods among medical educators, students, and administrators, with 78% using simulation-based learning and 65% employing digital platforms. Positive outcomes, including enhanced student engagement and learning, were reported by 85% of respondents. However, challenges such as limited resources and resistance to change, noted by 43% of participants, hinder broader implementation. Qualitative data from interviews and focus groups suggest that strategies like flipped classrooms and virtual simulations enhance clinical reasoning, problem-solving skills, and student autonomy. Concerns about initial costs, the need for faculty training, and technological issues were also raised, with participants calling for ongoing support and adaptation to fully leverage these innovations.

Case studies from leading institutions show successful application of these methods, such as virtual simulations and flipped classrooms, resulting in increased student satisfaction and improved clinical skills. For instance, a virtual patient simulation program led to a 20% improvement in clinical exam performance. Overall, while innovative methods are effective and widely adopted, addressing financial constraints and resistance to change is crucial. Future research should focus on the long-term impacts and develop strategies to overcome implementation challenges.

**Conclusion.** The shift in medical education from traditional hands-on methods to advanced pedagogical frameworks reflects a significant transformation in training future medical professionals. This transition, termed "scalpel to blackboard," highlights a move beyond merely changing tools to altering educational paradigms. The study emphasizes the growing role of simulation-based learning, digital technologies, problem-based learning (PBL), and interprofessional education (IPE) in modern medical instruction. Simulation-based learning offers a risk-free environment for developing clinical skills and decision-making. Digital platforms enhance interactive and adaptive learning, while PBL improves critical thinking and collaborative problem-solving. IPE promotes teamwork and communication among different healthcare disciplines, benefiting patient care.

However, challenges such as limited resources, high technology costs, and resistance to change persist. Successful implementation of these innovations requires careful planning, thorough faculty training, and ongoing support. Despite the positive impact on student engagement and clinical readiness, further research is needed to evaluate the long-term effects and applicability of these methods across various educational contexts. In summary, medical education is undergoing a significant shift towards interactive and technology-driven approaches. Addressing the challenges and fostering a supportive environment are crucial for the effective integration and continued advancement of these educational innovations.

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