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## Research Article

# PEDAGOGICAL TECHNOLOGIES IN TEACHING DERMATOLOGY ON THE TOPIC OF PSORIASIS

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## ABSTRACT

The article describes the pedagogical technology "Assessment", which can be used in teaching dermatology on the topic of Psoriasis.

## KEYWORDS

Pedagogical technologies, dermatology, psoriasis, assessment, training.

## INTRODUCTION

At the beginning of the 21st century, medical education has undergone many positive changes that are closely related to medical and pedagogical principles and methods in many countries of the world, as well as in Uzbekistan. [1-12].

The methods of pedagogical teaching technologies allow to activate the cognitive activity of university students by organizing communication among themselves, between the teacher and students, which are aimed at solving many medical educational problems. The essence of pedagogical teaching technologies in medicine is that the educational

process is organized in such a way that all students are involved in the learning process. [1-12].

Purpose of the study. Show the effectiveness of the pedagogical method of Assessment in the practical classes of dermatology for psoriasis.

The tasks of pedagogical technologies in practical classes on the topic "Psoriasis":

- To teach independent search, analysis of information and development of the right decision in a situation associated with psoriasis;

- Teach teamwork: respect other people's opinions, show tolerance for a different point of view;
- To teach to form their own opinion based on certain facts on psoriasis.

In recent years, a large number of pedagogical technologies have been developed, and all of them are aimed at transferring a certain amount of knowledge, and contribute to the establishment of emotional contacts between students and teachers; development of communicative and practical skills; provide students with the necessary information, without which it is impossible to implement joint activities; learn to work in a team, listen to other people's opinions. On the material of this article, we want to consider the effectiveness of using the Assessment method on the topic "Psoriasis".

Methodology Assessment. As experience shows, if students have not developed a sufficient level of abilities for a certain activity by a certain given moment, they not only master this activity much longer than others and with great difficulty, but also work worse than others: they make mistakes and miscalculations more often, are the culprits of deaths and in general, they are less reliable in operation. The question arises: is it advisable to select people for work, regardless of their individual psychological characteristics, is it advisable to spend effort, time and money on training people, the return of which will subsequently be minimal?

This issue is especially acute in relation to medical doctors, in which even a small mistake, due to the mental characteristics of the worker, instability of attention, inability to quickly orient in the situation and make a decision, etc., can lead to serious consequences, even death of the patient. The most difficult task of developing a system of psychological

selection is the definition of methodological methods for studying, evaluating the professional and individual characteristics of people. Assessment, as a complex assessment technology, including mutually agreed methods, has been successfully distributed in other countries of the world only in recent years. In order to correctly and correctly select the necessary methodology for assessing a candidate through testing, it is necessary to use an indicator of the effectiveness of diagnostic methods - the coefficient of validity, determined through the correlation of diagnostic assessments and the values of any criterion of professional success. The table summarizes the validity of various groups of diagnostic methods.

According to many researchers, the effectiveness of selection depends on the validity of the methodology and the rigidity of the selection (selection quotas). The more valid the methodology and the more candidates for each vacancy we have during the selection, the greater will be the percentage of successfully working doctors among those hired [1, 4, 7, 8-12].

Recently, the goal of personnel work in almost any medical institution is to form an efficient and competitive doctor, on which the success of the implementation of decisions and the functioning of all departments of the medical institution depends. However, having no idea about the professional and personal qualities of doctors, it is impossible to manage honey. staff. Therefore, the assessment of medical personnel is one of the most important functions of managing it and attracting new qualified doctors.

The objectives of the assessment may be different: when applying for a job, to establish whether the applicant for a certain position has the qualities required for effective work; during professional and qualification advancement, find out how prepared a



doctor is for career growth; during the reorganization, restructuring of the enterprise, determine the ability of employees to work in new conditions, identify more efficient and adaptable; during training - to assess the level of professional competence of the selected persons, to determine the knowledge and practical skills necessary for them, the directions in which their training and development should go.

To date, assessment technology is recognized as the most valid tool for assessing medical personnel. At the same time, assessment technology simply allows managers to make competent management decisions and plan a development and training system for their subordinates, but also allows its participants to develop personal and professional priorities, develop the ability for self-esteem and self-correction.

The following evaluation procedures are available: interview; psychological testing; professional tests; individual exercises; group exercises; role-playing

games; analysis of results; drawing up a final report on the results of the assessment, issuing recommendations.

The development process of the student, clinical residents, master's students and the selection of a doctor should be purposeful. It should not happen randomly, as it will be a waste of time and money.

There are difficulties in conducting assessment technology:

- for the successful implementation of the assessment technology, the preliminary preparation of the inspectors is of great importance;

- Basically, the role of an observer, both in the selection of personnel and in the conduct of developing assessment technology, can be performed by employees of a medical institution or students themselves.

**Table #1**  
**Assessment on the topic "Psoriasis"**

<p><b>Test</b></p> <p>1. What form of atypical psoriasis does not exist? A) erythrodermic B) exudative C) Vulgar D) Atropatic</p> <p>2. Specify the element observed in psoriasis vulgaris: A) papule B) vesicle C) pustules D) lichenification</p>	<p><b>Situational task</b></p> <p>An 18-year-old patient was admitted to the hospital with complaints of rashes in the chest, back, and extremities. Sick for 3 years. The disease worsens in spring and autumn. The last exacerbation occurred a month ago. Not treated. Numerous papules of various sizes are visible in the area of the chest, back and limbs, on the surface of which whitish-silvery scales are observed, surrounded by an inflammatory corolla. At the site of the scratch, the appearance of new papules is observed.</p> <p>1. Your preliminary diagnosis. 2. What are the symptoms confirming the disease?</p>
<p><b>Clinic</b></p> <p>What are the stages of psoriasis?</p>	<p><b>Practical skills</b></p> <p>What practical skills are used in patients with psoriasis?</p>

Table # 2.

Assessment on the topic "Psoriasis" (answers)

<p><b>Test</b></p> <p>1. What form of atypical psoriasis does not exist? A) erythrodermic B) exudative C) Vulgar D) Atropatic</p> <p>2. Specify the element observed in psoriasis vulgaris: A) papule B) vesicle C) pustules D) lichenification</p> <p>Answers: 1. C; 2. A. 0-5 points</p>	<p><b>Situational task</b></p> <p>An 18-year-old patient was admitted to the hospital with complaints of rashes in the chest, back, and extremities. Sick for 3 years. The disease worsens in spring and autumn. The last exacerbation occurred a month ago. Not treated. Numerous papules of various sizes are visible in the area of the chest, back and limbs, on the surface of which whitish-silvery scales are observed, surrounded by an inflammatory corolla. At the site of the scratch, the appearance of new papules is observed.</p> <p>1. Your preliminary diagnosis. 2. What are the symptoms confirming the disease?</p> <p>Answers: 1. Vulgar psoriasis; 2. Psoriatic triad, Koebner's phenomenon, Voronov's rim, Rille's spot. 0-5 points</p>
<p><b>Clinic</b></p> <p>What are the stages of psoriasis? Answers: Progressive, stationary, regressive. 0-5 points</p>	<p><b>Practical skills</b></p> <p>What practical skills are used in patients with psoriasis? Answer: Determine the psoriatic triad. 0-5 points</p>

The maximum score is 20 points, the passing score is 11.

The result of the assessment is the general conclusion of observers and consultants for each participant in the assessment technology.

You can also apply other pedagogical technologies that help students master the lesson on the topic "Psoriasis".

**CONCLUSION**

Thus, the use of pedagogical technologies (assessment, etc.) during practical classes contributes to the assimilation of the material through understanding and awareness of real life situations. In turn, this process provides a full-fledged mastering of

the material by students, clinical residents, master's students in dermatology, by searching and studying the necessary information and creates opportunities for developing the skills of a doctor's practical activities and making specific decisions in a team. Students (clinical intern, bachelor's and master's students) develop critical thinking, the right approach to problem solving and objectification of the assessment.

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