



ROLE GAMES AS DEVELOPMENT OF MOTIVATION IN THE CLASSES OF DERMATOVENEROLOGY IN MEDICAL INSTITUTE STUDENTS

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The main actions in education are aimed at developing the personal potential of students. Effective methods and means of forming the motivation of requirements for the modern educational system, including in dermatovenerology. An internal educational tool is a person's interest in it, understanding of its meaning, desire to carry out activities due to satisfaction with the learning process.

The problem of formation of students' internal motivation to the science of dermatovenerology is considered one of the urgent problems of modern medical education, because the traditional educational system did not pay much attention to this issue. When studying dermatovenerology according to the traditional educational system, students are given already formed concepts, formed cause-and-effect relationships and derived conclusions. The result of such training is the passivity of medical students, poor knowledge and lack of motivation to learn.

In order for students to be an active participant in the educational process, it is necessary to properly organize educational activities so that students are interested in acquiring new knowledge, skills and abilities. One of the most effective methods of formation of educational motivation is game technologies of education and training, that is, role-playing games.

Role-playing game is a type of game activity in which students try out the functions and images of various diseases and simulate the course of these diseases and their pathogenesis and clinical scenes in specially created conditions. As a rule, students involved in plot-role games, they should demonstrate all clinical manifestations of diseases.

Game technologies have their own characteristics that are used. First, they require more preparation for the lesson for both the professor and the students. Secondly, it is more effective not to use each of them in every lesson, because the content of each topic may not correspond to the form of the game. In this regard, the techniques and elements of plot-role-playing games can be used in dermatovenerology classes, because a full-fledged role-playing game requires a large amount of resources and time.

Equipment such as a blackboard, a computer, and a projector can be used for this. To conduct lessons in the form of role-playing games, you will need materials for student creativity: pencils, felt-tip pens, A3 and A4 sheets, glue, scissors, etc.

Table 1.

The possibility of using a plot-role game in the formation of internal motivation of students of the institute

<i>No</i>	<i>Practical lesson</i>	<i>Elements of a role-playing</i>	<i>Justification</i>
1	I and II morphological elements.	"A story in the form of rashes"	The goal of the game is for students to play their primary and secondary rashes. Properties, this element causes diseases. All elements of the group participate in this game. In this game, all the good sides of the student are shown and allow him to express himself and develop his creativity.
2	Mycoses	The game is a court	In the game, a group of students demonstrate clinical symptoms of diseases (e.g., itching, burning, pain, etc.). Students of the second group try to identify their symptoms. The chairman of the court evaluates them together with the teacher and student advisors. The game-court develops the student's critical thinking and competence in finding a correct solution. This form requires group work. It is also a good opportunity for students to understand the course of disease, diagnosis, and treatment methods.

Thus, the elements of the plot-role game at different stages of the lesson help to form the internal motivation of the students of the medical institute and help to develop the personal potential of the students. The implementation of these tasks helps to create an educational environment that develops the personality, allows and helps to develop the creativity and communication skills of the professors and teachers of the institute.