

# The use of business games in teaching the discipline “Phthisiology” as a way of forming clinical thinking

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**Abstract:** One of forms of organization of educational process, cooperant realization of competencion approach, is a business game which is a simulation model of professional activity of future doctors. The goal of this study is to analyze the use of business games in the Phthisiology course at Samarkand State Medical University, specifically among fourth-year students from the Faculty of Medicine and Faculty of Medical Prevention. As our experience, survivability of knowledge, purchased by students as a result of business game, showed, appeared higher, as compared to such in the groups of students with the comparable level of progress, but by the traditional form of realization of employments. Use of the business playing the employments at teaching of discipline “Phthisiology” is the effective and claimed method of the interactive teaching of students, assisting development for them all groups of competenses and to forming of bases of clinical thought.

**Keywords:** business game, employments, educational process, students, competence

**Introduction.** The most important feature of higher medical education in modern conditions is the competence-based approach, the essence of which is to create conditions for the development of students' academic, professional and social competencies [1]. One of the forms of organization of the educational process, contributing to the implementation of the competence approach, is a business game, which is an imitation model of the professional activity of future doctors [2]. The business game is an example of interactive learning, as the teacher does not take a central, active role in the process. Instead, they act as a “moderator”, directing the game and ensuring that students maintain their independence. This encourages students to engage in educational, cognitive, and practical activities, ultimately contributing to their development of academic and professional skills. An important distinguishing feature of the business game is the stimulation of the development of

social interactions between students, which is the most important advantage of this form of education at the present stage of society's development, when verbal skills, unfortunately, are beginning to lose their importance [3,4], despite the fact that Hippocrates argued: "An important part of the art of a doctor is the ability to formulate his a conclusion, as well as to understand correctly what was written by another doctor." In favor of a business game that promotes the development of students' speaking skills and, consequently, their social competence, it is worth quoting V. Bekhterev: "If a patient does not feel better after speaking with a doctor, then that doctor is not the right one."

The goal of this study is to analyze the use of business games in the Phthisiology course at Samarkand State Medical University, specifically among fourth-year students from the Faculty of Medicine and Faculty of Medical Prevention.

**Materials and methods.** To organize the business game, the teacher selected clinical, radiological and laboratory situational tasks appropriate to the topic of the lesson and the level of training of the student group. The participants of the game, students, were divided into two teams (4-5 people each) in such a way that students of the appropriate level of education ("good" and "less well-performing" equally) appear in each of them. Then the teacher explained the rules of the business game. The first team consisted of patients and their relatives who asked questions about tuberculosis and the pathological processes developing in the body of patients; the causes and mechanisms of their development, the origin of symptoms, approaches to etiotropic and pathogenetic treatment, prognosis. The second team consisted of phthisiologists, diagnostic doctors, and experts. Before the game began, the students were informed about the rules and the importance of treating each other with respect. The teacher guided the discussion, helping students formulate their points of view when necessary, and showed a multimedia presentation to assist them in finding the answer to their questions. After each "round", the teacher justified the strengths and weaknesses of each team, awarding them a certain number of points. After completing the task, the teams switched roles, allowing the students to experience both the roles of "doctor" and "patient" during the lesson. According to the teachers of the course, classes in the discipline "Phthisiology", conducted in the form of a business game, had features that distinguished them from classes in the traditional form.:

- The positive emotional attitude of the participants of the game throughout the lesson, the absence of unpleasant waiting time for the beginning of the survey among students;

- Bringing team members together to solve a common specific task;

- High interest of the team members in achieving the result and 100% involvement of the students in the discussion throughout the lesson;

- The most complete disclosure of each student's personal characteristics;
- Creation of models of social interaction between patients, their families, and doctors, which is not possible with the traditional teaching method;
- Stimulation of students' development of professional speech culture through the expansion of their professional vocabulary;
- Dynamism of the learning environment, where students sometimes propose unexpected solutions to problems, the appropriateness of which can be assessed in a short period of time, similar to how it occurs in real-life medical practice;
- Practical formation of the basics of clinical thinking.

The results and discussion. The use of business games in phthysiology classes has helped achieve many goals of the lesson.

1. Educationally, it helped students assimilate educational material.
2. Integratively, it ensured development of interdisciplinary interaction.
3. Motivationally, students were not stimulated by the teacher's instructions, but by life itself, forcing them to increase knowledge.
4. Communicationally, students developed skills in social interactions such as "doctor-patient", "doctor-relative", and "doctor-colleague." Despite the fact that business games are traditionally considered a method of interactive learning, which focuses on stimulating students' interaction with each other and, to a lesser extent, with the teacher, they are also essential for implementing a personality-centered approach to learning. This is because they allow us to identify creatively minded students who have an active lifestyle, and then offer them tasks of increasing complexity. Our experience has shown that the knowledge acquired by these students through business games has a higher survival rate than that of students in similar academic groups who use traditional teaching methods. At the next stage, an anonymous survey was conducted among students of the fourth year of the Faculty of Medicine (n = 87) and teachers (n = 5) of the Faculty of Medical Prevention to assess the level of satisfaction of both parties with the educational process during the course "Phthysiology", which was conducted in the form of a business game. Students were asked to fill out a 10-item questionnaire. The questionnaire consisted of two parts. The first part included questions about the students' attitudes towards the learning process in general and towards the course "Phthysiology" specifically. The majority of students expressed interest in studying at university and were motivated to learn. 74% of respondents showed interest in the subject "Phthysiology".

To the question: "Why do you attend phthysiology lectures?" 87% of respondents chose the option "easier and more solid assimilation of educational material with teacher's explanation." 21% of students attend lectures because their attendance is controlled by the dean's office.

89% like to attend phthysiology classes because they gain new knowledge. Most

students (96%) have experienced teachers using game-based learning in the classroom. All respondents (100%) are positive about game-based learning, as it contributes to better understanding of educational material (73%), easier perception (62%) and development of intelligence (53%). 93% of students surveyed recommend the use of business games in Phthysiology classes more widely. An analysis of the survey results showed teachers' willingness to use this teaching method. In addition, the teachers of the course believe that conducting classes using business games can help to reduce the "emotional burnout" experienced by teachers.

**Conclusions.** Thus, the use of business games in the classroom when teaching the discipline "Phthysiology" is an effective and sought-after way of interactive learning for students, contributing to the development of all competence groups and the formation of the foundations of clinical thinking.

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