Interactive learning is a special form of organizing cognitive activity. It implies very specific and predictable goals. One of these goals is to create a comfortable learning environment in which a student or listener feels their success, their intellectual worth, which makes the learning process itself productive [2,3]. Interactive learning allows you to simultaneously solve several tasks, the main of which is the achievement of learning goals, the development of communication skills and abilities. It helps to establish emotional contacts between students, provides an educational task, as it teaches to work in a team, to listen to the opinions of their comrades. Considering the above, this work has been undertaken with the aim of making a comparative assessment of the level of clinical knowledge of students acquired by the interactive forms of training "weak link" and "case study".

In order to accomplish the set tasks in practical classes on the subject of clinical pharmacology, interactive teaching methods were purposefully used - educational clinical games "weak link" and "case study". The rating indicators of students, obtained using traditional methods of assessing knowledge, served as control. The groups of students involved in the research circle were representative in terms of the number of students, stages and types of knowledge assessment, as well as their individual rating. The level of knowledge was systematically checked with the help of oral and written (crosswords, tests, situational tasks and others) assignments during the current, intermediate and final control works. The interactive game “weak link” was used in a modified version, the essence of which was as follows: questions were divided according to the level of difficulty into easy (L1), medium (L2) and difficult (L3). Their ratio in the general bank of questions was 1: 2: 1. The value of the allocated points and the time allowed for the correct answer options depended on the degree of complexity of the question and increased as the latter grew (2). In the course of the research, the following results were obtained. It was found that interactive teaching methods, in contrast to traditional ones, generally more effectively affect the process of mastering a complex of clinical knowledge. In addition, they were clearly distinguished by the individual nature of the impact on the formation of generally known levels of knowledge. So, if traditional teaching methods influenced the development of mainly initial I (knowledge - acquaintance) and II (knowledge - copy) levels, then

Abstract: In the present work results of application of interactive ways of training "a weak link" and "case study" on a subject clinical pharmacology are resulted. It is established that the used interactive methods of teaching have different influence on the formation of knowledge levels.

Key words: Innovative ways of training, interactive method «a weak link».
interactive methods of teaching to more advanced III (knowledge - skill) and IV (knowledge - creativity) their forms[1,4,6].

Classes conducted with the use of the educational game "weak link" were distinguished by high activity of the participants, which is partly explained by the condition of its holding, which requires the indispensable participation of all members of the group. The ending of this educational game acquired a very tempting character, especially when the final pair of participants remained. The definition of a leader - a connoisseur of the group always ended in a surge of emotions and enthusiasm from the participants. At the same time, the possibilities of this game in terms of improving individual levels of knowledge turned out to be far from equal. According to the results obtained, the interactive learning method "weak link" contributed to the improvement of I (acquaintance) and II (copy) levels of knowledge. On the formation of more advanced levels (III-skill and IV-creativity), it did not particularly affect. The latter significantly limits the possibilities of using the educational game "weak link". To achieve the desired result, the choice of this educational game should be differentiated, taking into account the specifics of a particular lesson. For the level of knowledge acquired with the help of it, especially from the private section of the subject of clinical pharmacology, may end up being low [5,7,8]. The results obtained as a result of the application of the educational clinical game - "case study", turned out to be somewhat distinctive. By examining the case, students actually get a ready-made solution in their hands that can be applied in other similar circumstances. As the number of analyzed cases grows, the chance of using the ready-made decision scheme in one of the next situations with a similar nature increases. Consequently, the skills of scrupulous solution of more serious problems are formed [9,11,12]. This interactive way of teaching contributed to a significant increase in the baggage of both theoretical and practical knowledge of students. He contributed to the maximum understanding of the importance of the dialogue between the doctor and the patient and the improvement of the potential of clinical thinking, as well as the ability to use theoretical knowledge in a timely manner in his own practice. It should be emphasized that the successful implementation of the educational clinical game "case study" requires a fairly large amount of knowledge in fundamental medical disciplines, as well as mastery of a wide range of manipulations. This was due to the condition of collecting subjective and objective information, which is the closest to the real clinical setting [10].

It should be noted that the educational clinical game "case study" aroused increased interest of all participants. The knowledge obtained with the help of this type of educational game was much perfect and corresponded to level III (knowledge - skill), and even IV (knowledge - transformation). More than half of the participants in the game clearly developed elements of III (knowledge-skill), and the rest of the IV level (knowledge-creativity) knowledge. At the same time, the bank of clinical knowledge was enriched much faster, which is an important and distinctive advantage of this teaching method [13].

There was also another positive quality of the educational game “case study”. Among the participants - "players", the frequency of persons who know the methods of physical research steadily increased and, most importantly, the quality of their implementation improved, which corresponds to the goal and objectives of the subject of clinical pharmacology [15,17].

At the department, scenarios of various clinical situations have been developed, special conditions have been created with equipment necessary for conducting educational clinical games. The teacher vigilantly monitors the course of the educational game, strictly controls every action of the participants. In cases of miss tolerance, he scrupulously corrects them. At the request of the situation, he often introduces additional information that complicates the clinical situation. In the course of the educational game, the participants are allowed to discuss the role of each symptom in the diagnosis of this disease, discuss the plan for the upcoming examination of such patients. Summing up the lesson, the teacher gives an objective assessment of the actions of each participant in the game, comments on
the answers, corrects the survey plan drawn up. Acting as an arbiter, he dwells in detail on the mistakes and mistakes made by the students of the “players” and advises on ways to eliminate them [14,16].

Based on the research carried out, it can be concluded that interactive teaching methods: “weak link” and “case study” have different effects on the formation of individual levels of knowledge. So, if, the first of them contributed to the predominant growth of I and II, then the second - III and IV levels of knowledge. Taking into account the latter, the choice of the method of educational game should be carried out in accordance with the goal and objectives of each lesson. We consider it expedient to use an interactive game "weak link" in the course of teaching general lessons, and "case study" of a special part of the subject of clinical pharmacology.

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