

“DAVOLASH ISHI” YO‘NALISHI TALABALARI KLINIK JARAYONLARGA TAYYORLASHDA EPA TEXNOLOGIYASIDAN FOYDALANISH METODIKASI

Ismailov O.A.

Andijon Davlat Tibbiyot Instituti, Anesteziologiya reanimatologiya va tez tibbiy yordam
kafedrası assistenti

Annotatsiya. Zamonaviy tibbiy ta’lim faol o‘zgarish bosqichida bo‘lib, uning asosiy maqsadi — real tibbiy muassasalarda samarali ishlay oladigan, klinik jihatdan tayyorlangan, kompetent mutaxassislarni shakllantirishdan iborat. Ana shunday sharoitda talabalarning kasbiy tayyorgarligini rivojlantirishga yo‘naltirilgan innovatsion pedagogik texnologiyalarni joriy etish dolzarb masalaga aylanmoqda. Shunday ilg‘or yondashuvlardan biri — talabaning klinik kompetensiyasini baholash va rivojlantirishga qaratilgan ishonchli kasbiy faoliyatlar (EPA — *Entrustable Professional Activities*) texnologiyasidir.

Kalit so‘zlar: Tibbiy ta’lim, klinik kompetensiya, ishonchli kasbiy faoliyatlar (EPA), Entrustable Professional Activities, klinik tayyorgarlik, an’anaviy va kompetensiyaga asoslangan yondashuv, talaba mustaqilligi, baholash metodikasi, tibbiy pedagogika.

USING THE EPA TECHNOLOGY IN PREPARING “GENERAL MEDICINE” STUDENTS FOR CLINICAL PRACTICE

Ismailov O.A.

Assistant at the Department of Anesthesiology, Resuscitation and Emergency Medical Care,
Andijan State Medical Institute

Abstract. Modern medical education is undergoing a phase of active transformation, with its main goal being the formation of clinically prepared, competent specialists capable of working effectively in real healthcare institutions. In this context, the implementation of innovative pedagogical technologies aimed at enhancing students’ professional training is becoming increasingly relevant. One such advanced approach is the Entrustable

Professional Activities (EPA) technology, which focuses on assessing and developing students' clinical competence.

Keywords: Medical education, clinical competence, Entrustable Professional Activities (EPA), clinical training, traditional and competency-based approaches, student autonomy, assessment methodology, medical pedagogy.

EPA texnologiyasining mohiyati. EPA — bu ma'lum bir kasbiy faoliyat turini anglatadi, uni mahorati yetarlicha baholangan talaba yoki ordinatorga ishonib topshirish mumkin. An'anaviy yondashuvdan farqli o'laroq, EPA alohida bilim va ko'nikmalarga emas, balki ularni real klinik vazifalar doirasida integratsiyalashuviga asoslanadi. Har bir ishonchli kasbiy faoliyat turi shifokorning ma'lum bir amaliy ishini ifodalaydi va u tibbiy, kommunikativ, tashkiliy hamda etik jihatlarini o'z ichiga oladi.

Quyidagilar EPA misollariga kiradi:

- Anamnez yig'ish va jismoniy tekshiruv o'tkazish;
- Dastlabki tashxisni shakllantirish;
- Diagnostik tekshiruvlarni belgilash va ularning natijalarini tahlil qilish;
- Amaliy protseduralarni bajarish (masalan, tomirga kateter qo'yish);
- Bemorlar va ularning yaqinlari bilan muloqot qilish;
- Tibbiy hujjatlarni to'g'ri yuritish.

EPAni o'quv jarayoniga joriy etish metodikasi. “Davolash ishi” yo'nalishidagi talabalarda EPAni samarali tatbiq etish uchun ta'lim jarayonini quyidagi bosqichlar asosida tashkil etish zarur:

- **EPA ro'yxatini aniqlash:** Dastlabki bosqichda talabalar tayyorgarlik darajasi va klinik amaliyot yo'nalishidan kelib chiqib asosiy EPA turlari belgilanadi.
- **O'quv yo'llarini tuzish:** Ta'lim modullari va klinik mashg'ulotlar kuzatishdan mustaqil amaliyotgacha bosqichma-bosqich o'tish imkonini beradigan tarzda rejalashtiriladi.

- **Baholash tizimi:** EPAni bajarish “ishonch darajalari” asosida baholanadi (faqat kuzatishdan to to‘liq mustaqil ishgacha), bu esa talabani kasbiy faoliyatga tayyorligini aniq baholashga yordam beradi.
- **O‘qituvchi va ustoz roli:** Klinik murabbiylar EPAni joriy etishda asosiy o‘rin tutadi — ular talabalarni nazorat qiladi, ularga fikr bildiradi va amaliyot davomida qo‘llab-quvvatlaydi.

EPA texnologiyasining afzalliklari. EPA texnologiyasining ta’lim jarayoniga kiritilishi quyidagi afzalliklarni beradi:

- Talabaning kasbiy mas’uliyat hissi ortadi;
- Klinik tafakkur va amaliy ko‘nikmalar rivojlanadi;
- Talabaning klinik tayyorgarligini obyektiv baholash imkoniyati yaratiladi;
- Talaba va murabbiy o‘rtasidagi muloqot kuchayadi;
- Talabani haqiqiy tibbiy muhitga bosqichma-bosqich moslashtirish imkoni yaratiladi.

Xulosa. Ishonchli kasbiy faoliyatlar (EPA) texnologiyasidan “Davolash ishi” yo‘nalishidagi talabalarning klinik tayyorgarligini oshirishda foydalanish — tibbiy ta’limni modernizatsiya qilishda istiqbolli yo‘nalishlardan biridir. Ushbu metodika kompetensiyaga asoslangan va amaliyotga yo‘naltirilgan yondashuvlarni uyg‘unlashtiradi, talabalarda mustaqil klinik faoliyatga tayyorgarlikni shakllantiradi hamda kelajak shifokorlarining sifatli tayyorlanishini ta’minlaydi.

Adabiyotlar:

1. Ten Cate O. (2005). Entrustability of professional activities and competency-based training. *Medical Education*, 39(12), 1176–1177.
2. Ten Cate O., Scheele F. (2007). Viewpoint: Competency-based postgraduate training: can we bridge the gap between theory and clinical practice? *Academic Medicine*, 82(6), 542–547.
3. Englander R., Cameron T., Ballard A. J., Dodge J., Bull J., Aschenbrener C. A. (2013). Toward a common taxonomy of competency domains for the health

professions and competencies for physicians. *Academic Medicine*, 88(8), 1088–1094.

4. Meyer E. G., Chen H. C., Uijtdehaage S., Durning S. J., Maggio L. A. (2019). Scoping review of entrustable professional activities in undergraduate medical education. *Academic Medicine*, 94(7), 1040–1049.

5. World Federation for Medical Education (WFME). (2015). Global Standards for Quality Improvement in Medical Education.