INTEGRATION OF DIGITAL SIMULATIONS AND REFLECTIVE PRACTICES IN MODULAR EDUCATION: THE EXPERIENCE OF SAMARKAND STATE MEDICAL UNIVERSITY

Aminov Zafar Zayirovich
Head of the Department of Public Health and Healthcare Management
Samarkand State Medical University

Relevance. Modern medical education requires not only theoretical training but also the sustainable development of clinical thinking, decision-making skills, and self-assessment abilities. In the context of implementing the credit-modular system (CMS), the integration of digital simulations and reflective practices becomes particularly important, as it enhances student engagement and improves the quality of training.

Purpose of the Study. To evaluate the impact of digital simulations and reflective components on the clinical training of students within a flexible modular trajectory in the discipline “Faculty Therapy.”

Materials and Methods. The study included 136 fourth-year students divided into a main group (n=66), taught using digital simulations and reflection, and a control group (n=70), taught according to the standard CMS. An entry and exit test (100 points), OSCE (40 points), portfolio assessment, and satisfaction surveys were used. Descriptive statistics, Student’s t-test, χ^2 test, and a significance level of $p<0.05$ were applied.

Results. Students in the main group demonstrated higher OSCE scores (mean 36.8 vs. 31.2; $p<0.001$) and deeper reflection in their portfolios. The satisfaction level reached 91.2% compared to 74.5% in the control group. A decrease in common clinical errors and an increase in decision-making independence were noted.

Conclusion. The integration of digital simulations and reflective practices into modular education contributes to the development of clinical thinking, increases motivation, and enhances the practical training of students. This approach is recommended for implementation in clinical disciplines of medical universities.