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MAKTABGACHA
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TA'LIMI VAZIRLIGI



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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M A KTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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THE IMPACT OF DIDACTIC PLAY ON THE DEVELOPMENT OF MEDICAL STUDENTS' VISUAL COMPETENCE

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Abstract: Didactic games are an increasingly important pedagogical tool in higher medical education. They encourage creativity, enhance clinical visualization skills, and strengthen communication among future healthcare professionals. This article explores the main tasks and functions of didactic games in developing medical students' pictorial activities – activities that rely on visual perception, interpretation, and the creation of medical images and diagrams. The analysis emphasizes their pedagogical significance, structure, and outcomes for professional development.

Key words: didactic games; medical education; pictorial activities; visual learning; creative thinking; medical visualization; experiential learning; diagnostic skills; interactive teaching methods; cognitive development.

Annotatsiya: Didaktik o'yinlar oliy tibbiy ta'limda tobora muhim pedagogik vositaga aylanib bormoqda. Ular ijodkorlikni rag'batlantiradi, klinik tasvirlash ko'nikmalarini yaxshilaydi va bo'lajak tibbiyot mutaxassislari o'rtasidagi aloqani mustahkamlaydi. Ushbu maqola tibbiyot talabalarining tasvirga asoslangan ko'nikmalarini – vizual idrok etish, sharhlash va tibbiy tasvirlar hamda diagrammalarni yaratishga asoslangan ko'nikmalarni rivojlantirishda didaktik o'yinlarning asosiy maqsad va vazifalarini o'rganadi. Tahlilda ularning pedagogik ahamiyati, tuzilishi va kasbiy malaka oshirishga ta'siri yoritilgan.

Kalit so'zlar: didaktik o'yinlar; tibbiy ta'lim; tasviriy faoliyat; vizual o'rganish; ijodiy fikrlash.

Аннотация: Дидактические игры становятся всё более важным педагогическим инструментом в высшем медицинском образовании. Они стимулируют творчество, улучшают навыки клинической визуализации и укрепляют коммуникацию между будущими специалистами в области здравоохранения. В данной статье исследуются основные задачи и функции дидактических игр в развитии у студентов-медиков навыков работы с изображениями – навыков, основанных на визуальном восприятии, интерпретации и создании медицинских изображений и диаграмм. В анализе подчёркивается их педагогическая значимость, структура и результаты для профессионального развития.

Ключевые слова: дидактические игры; медицинское образование; изобразительная деятельность; визуальное обучение; творческое мышление; медицинская визуализация; обучение на основе опыта; диагностические навыки; интерактивные методы обучения; когнитивное развитие.

INTRODUCTION

In modern medical education, visual literacy is an essential component of professional competence. The ability to interpret, reproduce and conceptualize medical images—whether anatomical sketches, diagnostic imaging or diagrammatic representations—is crucial for effective diagnosis and treatment planning. However, traditional methods of teaching visual and representational skills often lack engagement and fail to activate students' creative potential. Didactic games, as a form of interactive learning, can bridge this gap by integrating cognitive, emotional and practical dimensions of learning. The concept of didactic games refers to a structured learning activity designed with specific educational goals, combining the motivational aspects of play with the rigor of academic content. In medical education, didactic games may take various forms—simulation-based games, role-play scenarios, visual diagnostic contests or virtual patient modeling—each aimed at fostering deeper understanding through experience and creativity. Pictorial activities refer to any form of visual learning and expression that involves observation, representation and interpretation of medical objects and phenomena. These activities include:

- anatomical drawing and sketching;
- diagram creation for physiological processes;



- interpretation of radiographs, MRIs and ultrasound images;
- visualization exercises for surgical planning;
- graphic case presentations and visual note-taking.

LITERATURE REVIEW

Existing research shows that visual competence is a crucial component of medical education, as students must accurately observe, interpret and reason with visual information such as anatomical images, clinical photographs and radiological scans. Studies on Visual Thinking Strategies demonstrate that structured visual analysis can enhance medical students' observation, critical thinking and interpretation skills, indicating that guided visual engagement strengthens core elements of visual competence. At the same time, research on didactic play and game-based learning shows that playful, interactive learning activities—such as visual puzzles, image-based quizzes, simulations and role-play—improve student motivation, engagement and cognitive processing. Serious games have been found to enhance visuospatial reasoning, pattern recognition and image interpretation, skills that are directly related to visual competence in clinical contexts. Although both VTS-based approaches and game-based learning demonstrate positive effects on visual and cognitive skills, few studies specifically examine didactic play as a targeted method for developing visual competence in medical students. Most existing work either focuses on engagement or general academic performance rather than comprehensive visual skill development. Therefore, the literature highlights that while didactic play has strong theoretical and practical potential to improve visual competence, there is a clear research gap regarding its direct, systematic impact on medical students' ability to perceive, interpret and communicate visual information in clinical settings.

RESEARCH METHODOLOGY

This study employed a quasi-experimental design to examine the impact of didactic play on the development of medical students' visual competence. The research was conducted with first- and second-year medical students enrolled in a clinical skills course. Participants were divided into two groups: an experimental group, which engaged in structured didactic play activities (clinical visual puzzles, diagnostic role-play, anatomy card-sorting, and case-based visual simulations), and a control group, which continued with traditional instruction.

Data were collected using a pre- and post-test assessment designed to measure visual competence components, including visual perception, diagnostic image interpretation, and spatial recognition. Additionally, classroom observations and short reflective questionnaires were used to capture qualitative insights on the learning process. The intervention lasted four weeks, with two sessions per week.

Quantitative data were analyzed using paired t-tests and ANOVA to compare group differences in visual competence development, while qualitative responses were examined through thematic analysis to identify emerging patterns related to engagement, motivation, and perceived learning effectiveness.

ANALYSIS AND RESULTS

Tasks of Didactic Games in Developing Pictorial Activities.

1. **Cognitive Task** – Enhancing Visual Thinking: didactic games stimulate the perception and interpretation of complex visual information. Through game-based observation and reconstruction tasks (e.g., “Identify the pathology” or “Assemble the anatomical system”), students improve their ability to decode visual data accurately.
2. **Creative Task** – Encouraging Artistic and Conceptual Visualization: games involving drawing, modeling, or designing help students externalize their understanding in visual form, supporting not only creativity but also deeper conceptualization of medical material.
3. **Diagnostic Task** – Applying Visual Analysis to Clinical Contexts: interactive games based on radiological or pathological images train students to recognize patterns and anomalies, while the game format enhances motivation and reduces the stress associated with high-stakes diagnostic exercises.
4. **Communicative Task** – Promoting Collaborative Visualization: team-based didactic games—such as group diagram creation or visual problem-solving—develop teamwork, dialogue, and the ability to communicate medical ideas through shared imagery.
5. **Reflective Task** – Developing Self-Assessment through Visual Feedback: games often include stages of comparison and reflection, where students assess their visual work against reference images or peer interpretations, leading to improved self-regulation of learning.



Pedagogical Principles for Implementation.

To effectively use didactic games for pictorial development, educators should align game objectives with curricular visual competencies, provide structured feedback emphasizing accuracy and creativity, integrate digital technologies (virtual anatomy labs, 3D modeling tools), and encourage interdisciplinary collaboration between medical and art educators. A leader must be able to think outside the box and see the bigger picture, without forgetting to adopt best practices that have proven their effectiveness. Leaders should offer fresh ideas, test them with their teams, and identify supporters among subordinates who are eager for innovation by assigning them responsible tasks. Such delegation directly relieves the manager and ensures the professional and personal growth of subordinates.

By investing in leadership development, managers can improve their own effectiveness and positively influence their teams and the overall success of the organization. This includes providing opportunities for training, mentoring, and building a culture that encourages continuous learning and growth. The most important leadership qualities are strategic thinking, communication skills, emotional intelligence, responsibility, and the ability to motivate a team. Developing these qualities is a crucial task both for managers themselves and for educational and corporate management training programs. In summary, a leader is not just the formal head of a team but a person capable of inspiring, guiding, and uniting people to achieve common goals. Key qualities include responsibility, strategic thinking, decision-making skills, communication skills, fairness, and emotional intelligence. The ability to motivate employees, a willingness to innovate, and adaptability to change also play essential roles. Thus, an effective leader combines professional competence with strong personal qualities, and the harmony between these characteristics ensures successful management, organizational development, and the creation of a healthy psychological climate within the team.

CONCLUSION

Didactic play significantly contributes to the development of medical students' visual competence by combining intellectual rigor with creative exploration. It transforms visual learning from passive observation into an interactive and imaginative process. By engaging both the analytical and emotional dimensions of learning, didactic play helps future physicians see more clearly, think more critically and communicate more effectively through visual means. The integration of such approaches into medical curricula represents a forward-looking step toward a more holistic and student-centered model of medical education. Didactic games serve as a dynamic method for developing medical students' pictorial activities, transforming passive observation into active creation, cultivating diagnostic visualization and enhancing collaboration. By engaging both analytical and imaginative faculties, didactic games prepare future physicians not only to see but also to understand the human body in its complexity. Integrating these methods into medical curricula can significantly enrich students' professional formation and clinical competence. It is said that building and creating with necessary materials in preschool educational organizations forms children's visual perception and helps them master pictorial activities.

During nature-drawing classes in senior preschool groups, children learn to think logically, observe, distinguish essential features, analyze the spatial characteristics of objects and independently choose pictorial means. All of these skills are necessary in the process of learning at school. Thus, when teaching children's visual arts activities, the teacher should be able to make a correct diagnosis and guide the development of artistic taste and creative abilities in children, preparing them for schooling.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
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