

## SITUATIONAL ROLE-PLAYING AS A METHOD OF ACTIVE STUDENT LEARNING

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**Annotation:** A business game is one of the most effective methods of conducting practical exercises. It encourages students to engage in cognitive activity, promotes the development of independent thinking, teaches them to make decisions in standard and non-standard situations and take responsibility for them.

The business game promotes the exchange of experience, develops the ability to work in a team, models the conditions of the professional environment, allows you to activate the cognitive activity of students, form practical skills and professional ideas of students.

**Keywords:** role, education, student, patient.

**Relevance.** In recent years, situational role-playing or business games have become widespread in higher medical education.

Game forms of work contain great potential opportunities, contribute to the activation of students' activities, and create a favorable psychological climate in the classroom.

Currently, there are three main groups of educational games abroad:

1) games aimed at acquiring theoretical knowledge;

2) games aimed at acquiring practical skills;

3) games that contribute to changing attitudes towards the problem or subject being studied.

Practice shows that in order to achieve a high level of assimilation of knowledge, practical skills and abilities by students, it is enough to hold no more than two or three classes per semester in the form of an educational business game, otherwise students' interest gradually fades and the educational goal is not achieved.

In addition, the teacher should understand that not all students are able to quickly transform into the proposed roles.

**Purpose.** Improving the quality and effectiveness of teaching the discipline "Phthisiology".

**Materials and methods.** To achieve this purpose, a situational role-playing game

for 4th year students on the topic "Psychological aspects of working with children at a phthisiological appointment" was developed in 2023.

The relevance of the topic is due to the need to teach students to identify categories of child patients, parents and types of their behavior at a phthisiological appointment; to choose medical tactics depending on the type of behavior of the child and his parents or accompanying persons; observe the principles of medical ethics and deontology.

Each of the participants in the business game performs the assigned role in the proposed situation:

- the patient is a child;
- the person accompanying the child (mom, dad, grandmother, etc.);
- a phthisiologist;
- assistant to a phthisiologist;
- a nurse.

Students who have not received roles are experts. They analyze the behavior, tactics, mistakes of the actors and express their opinion.

**Results and discussion.** Each of the participants in the game interprets the solution of the task in accordance with their level of knowledge. There are situations when the awareness of some students exceeds the knowledge of others. As a result, there is an exchange of both theoretical knowledge and practical skills. During the discussion of the situation and the development of tactics, different points of view of students, both having roles and acting as experts, collide. As a result of the collective activity of students, the level of knowledge of students who had insufficient knowledge on the topic of the lesson increases.

The business game encourages students to creatively master the material being studied and make the right decisions. The main task of the teacher who developed the educational business game is to motivate students to cognitive activity and develop interest in the process of game learning activities.

This approach to the organization of students' activities in the educational business game is one of the main incentives for increasing their academic activity and better training of future specialists [12,17,19,27]. The advantages of the business game over other types of training are that the business game, imitating situations that are real in the future profession, develops the ability to search and work with information, allows you to significantly activate the creative abilities of the student. It gives you the opportunity to learn from your own and others' mistakes, without prejudice to the patient [2-11,15,28,37].

**Conclusions.** A business game is one of the most effective methods of conducting practical exercises. It encourages students to engage in cognitive activity, promotes the development of independent thinking, teaches them to make decisions in standard and non-standard situations and take responsibility for them.

The business game promotes the exchange of experience, develops the ability to work in a team, models the conditions of the professional environment, allows you to activate the cognitive activity of students, form practical skills and professional ideas of students [1,5,17,40].

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