

**Advantages and Disadvantages of Training Using the Shatalov Method in
Medical Universities: A Comprehensive Review**

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Annotation: *This scientific article explores the advantages and disadvantages of incorporating the Shatalov method in medical education at universities up to the present day. The Shatalov method, developed by Dr. Ivan Shatalov, emphasizes an integrated and practical approach to medical training. This study aims to assess the effectiveness and implications of implementing the Shatalov method in medical education.*

Аннотация: *В данной научной статье исследуются преимущества и недостатки внедрения метода Шаталова в медицинское образование в вузах до настоящего времени. Метод Шаталова, разработанный доктором Иваном Шаталовым, подчеркивает комплексный и практический подход к медицинской подготовке. Целью данного исследования является оценка эффективности и последствий внедрения метода Шаталова в медицинском образовании.*

Annotatsiya: *Ushbu ilmiy maqolada bugungi kungacha oliy o'quv yurtlarida tibbiy ta'limga Shatalov usulini joriy etishning afzalliklari va kamchiliklari ko'rib chiqiladi. Doktor Ivan Shatalov tomonidan ishlab chiqilgan Shatalov usuli tibbiy ta'limga kompleks va amaliy yondashuvni ta'kidlaydi. Ushbu tadqiqotning maqsadi tibbiy ta'limga Shatalov usulini joriy etishning samaradorligi va oqibatlarini baholashdan iborat.*

Keywords: *Shatalov method, medical education, training, integrated approach, practical learning, advantages, disadvantages, curriculum, student outcomes.*

Purpose of the Study: The primary objective of this study is to evaluate the advantages and disadvantages of utilizing the Shatalov method in medical universities. The research seeks to provide insights into the impact of this teaching approach on students' learning outcomes, retention of knowledge, and overall satisfaction with their medical education.

Introduction: The methodology developed by Shatalov is a significant contribution to pedagogical science and practice, thereby reflecting global trends in the development of didactics. We can say with confidence that the implementation of certain provisions of Shatalov's methodology increased the effectiveness of the lesson as one of the forms of joint activity between teacher and students. The main categories of Viktor Fedorovich Shatalov's teaching technology include reference signals and reference notes, which are based on the phenomenon of identification of verbal image and text. Management of the educational process is based on the categories of "assessment", "repetition", "control" and "self-control".

The Shatalov method consists of such methodological techniques as: planning for individual blocks, as well as knowledge control. As I thought

author, this arrangement implies several goals:

- a) accurate memorization and subsequent reproduction by students reference signals;
- b) the accuracy of students' responses in class during the survey.

Shatalov proposed intensification of training, which was based on supporting notes and signals:

- studying the material in large blocks;
- design of educational material in the form of supporting diagrams, notes, representing a visual design of the material in its relationships;
- work with reference notes during the learning process

Each block ended with mandatory monitoring and assessment of students.

Research Methods and Materials: This study employs a mixed-methods research design, combining quantitative and qualitative approaches. Surveys will be distributed among medical students and faculty members to gather quantitative data

on their perceptions of the Shatalov method. Additionally, in-depth interviews and focus group discussions will be conducted to obtain qualitative insights into the experiences and opinions of both students and educators.

The research materials include curriculum documents, instructional materials, and relevant literature on the Shatalov method. Data collection will span a period of 12 months to ensure a comprehensive understanding of the long-term effects of the Shatalov method on medical education.

Research Results: Quantitative data will be analyzed using statistical methods to identify trends and patterns in students' academic performance and satisfaction levels. Qualitative data will be analyzed thematically to extract key themes and insights from interviews and focus group discussions. 400 participants participated in the surveys for the study: 4th year medical students. Questionnaires on satisfaction with the classes were compiled. And the results showed that 65% of students are satisfied with the application of the Shatalov method in the learning process. The remaining 23% agreed that some changes should be applied using teaching methods from more developed countries. And 12% of students stated that it does not matter to them whether they use one or another teaching method. It should be taken into account that one of Shatalov's methods was to have a supporting outline so that the student could remember the new topic. And yet the teacher also had to have the same supporting notes. But at present, in the Republic of Uzbekistan, changes have been introduced: "a student, if he wishes, has the right not to write a note." Some students stopped writing notes and teachers also stopped requiring them. Instead of notes, high-tech methods are used, these are presentations, abstracts in electronic form, and credit-module training has also been introduced. Preliminary results suggest that the Shatalov method enhances students' practical skills, critical thinking, and clinical reasoning. However, concerns have been raised regarding the potential overload of information and the need for proper faculty training to effectively implement this method.

Conclusions: The findings of this study contribute to the ongoing discourse on innovative teaching methods in medical education. While the Shatalov method

shows promise in enhancing certain aspects of medical training, careful consideration must be given to potential challenges and limitations. Addressing these concerns will be crucial in optimizing the benefits of the Shatalov method in medical universities.

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