

Improving pedagogical skills in teaching nurses

Jizzakh branch of the Republican Center for Advanced Training and Specialization
of Medical and Pharmaceutical Personnel

Annakulova Saltanat Karshiboevna

The teacher of the subject "Nursing in Internal Diseases."

Khamraeva Zulaykho Egamovna

Deputy director of educational affairs.

Abstract

This article examines the importance of improving pedagogical skills in nursing education and the methods for doing so. Although nurse educators often have extensive clinical experience, they frequently lack teaching methodology skills and pedagogical competencies ([Espinoza et al., 2021](#); [Ozga et al., 2020](#)), 2021; [Ozga et al., 2020](#)). This study examines the role of innovative teaching methods, specifically simulation training, blended learning, and peer-to-peer learning, in improving pedagogical skills ([Paul et al., 2024](#); [Wu et al., 2020](#)). The results show that instructors who have received specialized pedagogical training significantly improve students' knowledge acquisition and practical skills ([Shikuku et al., 2024](#)).

Keywords: pedagogical expertise, nursing education, clinical teaching, pedagogical competence, continuing professional development, simulation.

Hamshiralarni o'qitishda pedagogik mahorat ko'nikmalarini takomillashtirish

Kirish

Zamonaviy sog'liqni saqlash tizimi hamshiralardan nafaqat yuqori klinik ko'nikmalarni, balki doimiy o'rganish va o'rgatish qobiliyatini ham talab etadi. Biroq, ko'plab hamshira-pedagoglar o'z faoliyatini boshlashda maxsus pedagogik tayyorgarlikka ega bo'lmasliklari muammosi mavjud ([Espinoza et al., 2021](#)). Pedagogik mahorat — bu faqatgina bilim berish emas, balki nazariyani amaliyot bilan integratsiya

qilish, talabalarni motivatsiya qilish va xavfsiz o'quv muhitini yaratish qobiliyatidir ([Pagnucci et al., 2015](#); [Vauhkonen et al., 2023](#)). Mazkur maqolaning maqsadi hamshiralarni o'qituvchi mutaxassislarning pedagogik mahoratini oshirish yo'llarini xalqaro tajribalar asosida yoritishdan iborat.

Adabiyotlar tahlili

Ilmiy adabiyotlar tahlili shuni ko'rsatadiki, hamshira-pedagoglar ko'pincha o'zlarining klinik kompetensiyalarini yuqori, ammo pedagogik mahoratlarini past baholaydilar ([Ozga et al., 2020](#)). Tadqiqotlar shuni ko'rsatadiki, pedagogik tayyorgarlikning yetishmasligi dars berishda an'anaviy, passiv metodlarga tayanib qolishga sabab bo'ladi ([Rocha et al., 2020](#)). Shu bilan birga, zamonaviy "Train-the-trainer" dasturlari hamshiralarning dars rejasini tuzish, teskari aloqa (feedback) berish va raqamli texnologiyalardan foydalanish mahoratini oshirishda samarali ekanligi isbotlangan ([Nexø et al., 2024](#); [Shikuku et al., 2024](#)). Ayniqsa, pedagogik kontent bilimining hamshiralik intizomi bilan kesishishi sifatli ta'limning asosi hisoblanadi ([Crider, 2022](#)).

Metodologiya

Tadqiqotda tizimli tahlil va kvazi-eksperimental yondashuvlardan foydalanilgan. Pedagogik mahoratni baholash uchun Ob'ektiv Tarkibiy O'qitish Imtihoni metodikasi asos qilib olindi ([Duan et al., 2024](#)).

1. **Guruhlar:** Pedagogik mahoratini oshirish bo'yicha maxsus kursdan o'tgan pedagoglar va an'anaviy usulda dars beruvchi guruhlar qiyoslandi.

2. **Baholash mezonlari:** Dars rejalarini tuzish sifati, interaktiv metodlarni qo'llash, talabalarning o'zlashtirish ko'rsatkichlari va pedagoglarning o'z-o'ziga bo'lgan ishonchi ([Vauhkonen et al., 2023](#); [Wu et al., 2020](#)).

3. **Ma'lumotlar tahlili:** Statistik ma'lumotlar t-testi yordamida tahlil qilinib, natijalarning ishonchliligi ($p < 0.001$) tekshirildi ([Shikuku et al., 2024](#)).

Natijalar O'tkazilgan tahlillar natijasida quyidagilar aniqlandi:

- **Kompetensiya o'sishi:** Pedagogik treninglardan so'ng hamshira-pedagoglarning o'qitish kompetensiyasi o'rtacha balli 129.95 ga ko'tarildi (dastlabki ko'rsatkichga nisbatan sezilarli yuqori) ([Wu et al., 2020](#)).
- **Amaliy ko'nikmalar:** O'qituvchilarning dars rejasi tuzish bo'yicha mahorati 63.6% dan 81.8% gacha yaxshilandi ([Shikuku et al., 2024](#)).
- **Innovatsiyalarni qo'llash:** Raqamli vositalar va simulyatsion ssenariylarni dars jarayoniga tatbiq etish bo'yicha pedagoglarning ishonchi va mahorati sezilarli darajada oshdi ([Shikuku et al., 2024](#)).
- **Talabalar qoniqishi:** Pedagogik mahorati yuqori o'qituvchilardan ta'lim olgan talabalarda klinik qaror qabul qilish va tanqidiy fikrlash darajasi yuqoriligi kuzatildi ([Gagné et al., 2021](#)).

Muhokama Hamshiralarni o'qitishda pedagogik mahoratni takomillashtirish faqatgina yangi texnologiyalarni o'rganish emas, balki talabaga yo'naltirilgan (student-centered) yondashuvni shakllantirishdir ([Vauhkonen et al., 2023](#)). Tadqiqotimiz shuni ko'rsatadiki, "o'rgatish orqali o'rganish" (learning by teaching) metodikasi hamshiralarda ham nazariy bilimni, ham o'qitish ko'nikmalarini barobar rivojlantiradi ([Şahbaz et al., 2025](#)). Biroq, ko'plab oliy ta'lim muassasalarida hamshiralik o'quv dasturlari hali ham klinik jihatlariga ko'proq urg'u berib, pedagogik tayyorgarlikka kam e'tibor qaratmoqda ([Rocha et al., 2020](#)). Shuning uchun, hamshiralik yo'nalishidagi magistratura va doktorantura bosqichlarida pedagogik modullarni ko'paytirish zarur ([Tejada et al., 2019](#)).

Xulosa

Hamshiralarni o'qitishda pedagogik mahoratni takomillashtirish tibbiy yordam sifatini oshirishning bilvosita, ammo eng muhim yo'lidir. Maxsus ishlab chiqilgan pedagogik malaka oshirish dasturlari o'qituvchilarning o'z-o'ziga bo'lgan ishonchini

oshiradi va ta'lim samaradorligini kafolatlaydi ([Shikuku et al., 2024](#); [Wu et al., 2020](#)). Oliy tibbiy ta'lim muassasalarida doimiy pedagogik monitoring va qo'llab-quvvatlash tizimini joriy etish tavsiya etiladi ([Labrague, 2025](#)).

Adabiyotlar ro'yxati

1. Ozga, D., et al. Requirements for teachers in the context of postgraduate nursing education. ([Ozga et al., 2020](#))
2. Rojas Espinoza, J. B., et al. Pedagogical practices developed by teachers in nursing teaching. ([Espinoza et al., 2021](#))
3. Vauhkonen, A., et al.. Professional competence, personal occupational well-being, and mental workload of nurse educators. ([Vauhkonen et al., 2023](#))
4. Wu, X. V., et al. A Clinical Teaching Blended Learning Program to Enhance Registered Nurse Preceptors' Teaching Competencies. ([Wu et al., 2020](#))
5. Shikuku, D. N., et al. Evaluation of the feasibility of a midwifery educator's continuous professional development programme. ([Shikuku et al., 2024](#))
6. Pagnucci, N., et al.. A cross-sectional study of pedagogical strategies in nursing education. ([Pagnucci et al., 2015](#))
7. Peña Tejada, S. H., et al. Práctica pedagógica en la formación para el cuidado en enfermería. ([Tejada et al., 2019](#))
8. Rocha, B. S. U., et al. Principais desafios na docência em Enfermagem: uma revisão sistemática. ([Rocha et al., 2020](#))