

THE IMPORTANCE OF TEACHING HYGIENE TO MEDICAL STUDENTS

Abdumuratova Zarina Shokir qizi

Termiz Branch of Tashkent Medical Academy,

Assistant of the department of microbiology,

public health, hygiene and management

Abstract: This article considers the significance of teaching the subject of hygiene in the educational program of medical school students. Hygiene as a science covers a wide range of knowledge about health, its preservation and strengthening, as well as disease prevention. It is important to emphasize that hygienic knowledge is necessary for future doctors to form an integrated approach to the treatment and prevention of diseases, as well as to ensure public health. We will analyze the existing training programs, the results of surveys among students and teachers, as well as statistical data confirming the need for in-depth study of hygienic science. The article includes materials and methods used for the study, results and conclusions.

Key words: hygiene, health, prevention, medical education, students.

Introduction: Hygiene, as the science of health and its preservation, occupies a central place in the system of medical education. In the conditions of the modern world, where the health of the population is subject to a multitude of factors, from ecology to lifestyle, knowledge of hygiene practices becomes especially relevant. Teaching hygiene in medical schools not only provides students with the basic skills and knowledge necessary for their future professional activities, but also contributes to the creation of a healthier society as a whole.

According to the World Health Organization, more than 70% of diseases can be prevented by following basic hygiene practices. This emphasizes the importance of teaching future doctors the basics of hygiene, which will help them not only in clinical practice, but also in work on disease prevention.

Modern medical education requires from students not only a deep knowledge of clinical medicine, but also an understanding of the basics of hygiene science. Hygiene is one of the key disciplines that form a holistic view of health and its factors in future doctors. In the context of globalization and changing lifestyles of the population, knowledge of the basics of hygiene becomes especially relevant. Hygiene covers many aspects including: personal hygiene, food hygiene, environmental hygiene and prevention of infectious diseases. This knowledge helps students not only in their professional lives but also in their daily lives. For example, an understanding of personal hygiene helps to reduce the spread of infections, which is particularly important in pandemic situations.

According to the World Health Organization (WHO), infectious diseases cause about 15 million deaths each year, accounting for 26% of all deaths worldwide. Studies show that implementing hygienic practices can reduce disease incidence by 30-50%.

With today's challenges such as climate change, increasing infectious diseases and environmental degradation, hygiene knowledge becomes especially important. Physicians must be prepared to work in an environment where disease prevention and public health protection are prioritized.

Teaching hygiene in medical schools includes both theoretical and practical classes. Students learn to:

- To assess the sanitary condition of institutions.
- Design disease prevention programs.
- Evaluate the impact of the environment on health.

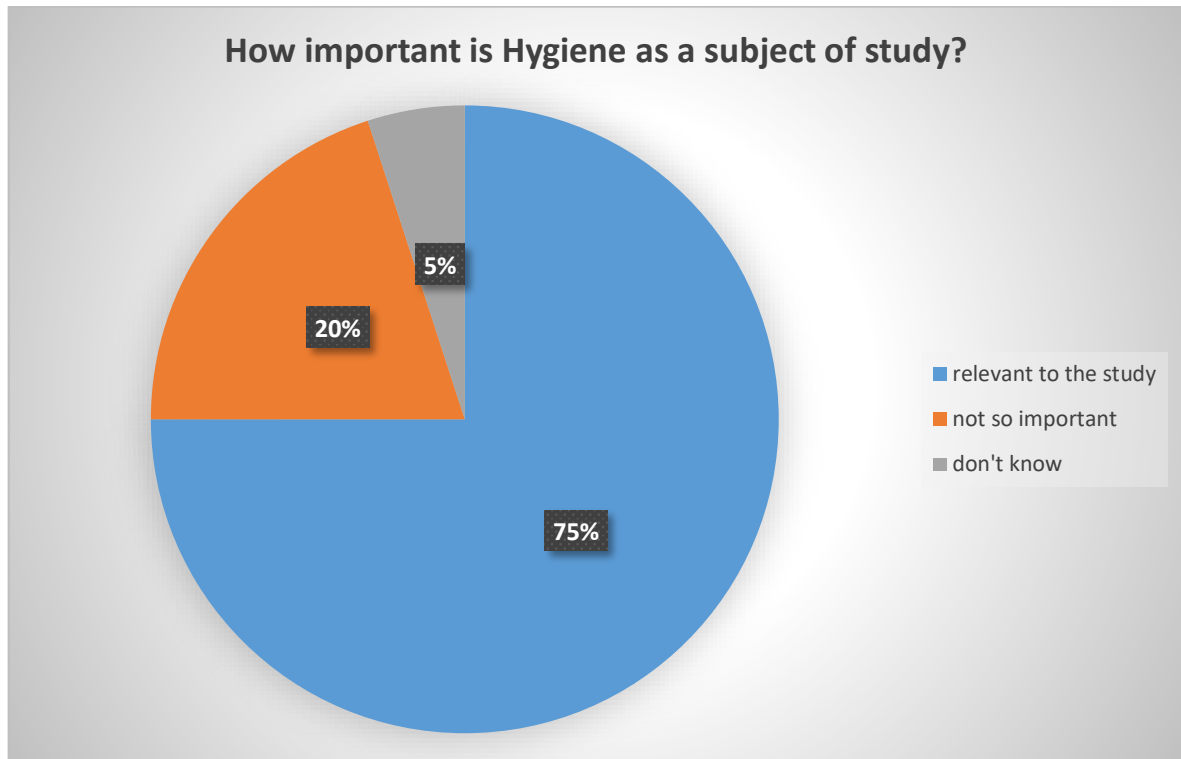
These skills are essential for the future professional activities of physicians, as they allow them to interact effectively with patients and society as a whole.

Materials and methods: Scientific articles and publications on hygiene and medical education, as well as curricula and methodological materials of medical schools were used for writing the article. Teachers and students of medical schools were interviewed. The study was conducted in the Termez branch of the Tashkent Medical Academy. 150 students from 2 to 6 courses of different faculties were interviewed.

The research methods are analytical, questionnaire survey of students and teachers, also comparative analysis of different curricula was used.

Results. To assess the level of awareness and perception of the subject of hygiene among medical students, a survey was conducted with 150 students from different courses. The survey included questions regarding their knowledge, attitude towards the subject and practical application of their knowledge.

When surveyed, 85% of the students indicated that hygiene knowledge had significantly improved their understanding of disease prevention. 70% of respondents believed that knowledge of hygiene allowed them to counsel patients more effectively on disease prevention. 78% of respondents stated that they were able to apply their knowledge in clinical practice, which increased their confidence in working with patients. 65% of respondents stated that they had become more attentive to personal and public hygiene in their lives as well as in their work. 90% of students expressed satisfaction with learning about hygiene and said that it helped them to better understand the importance of disease prevention. 75% of respondents felt that hygiene should have a more prominent place in the medical school curriculum. 60% of students noted that they felt that the hygiene course was not sufficiently practice-oriented and expressed a desire to see more hands-on activities and trainings.

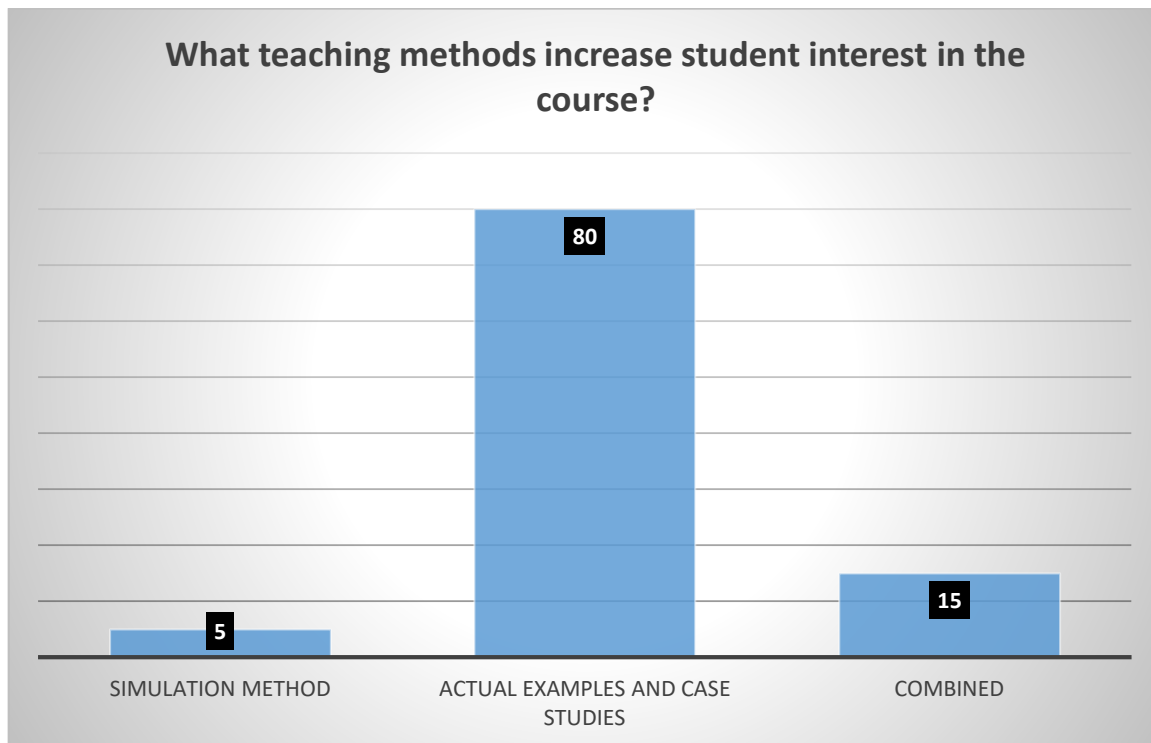


55% of respondents indicated the need to update teaching materials to meet modern requirements and challenges in the field of public health.

To assess the opinion of medical school teachers on the importance and effectiveness of teaching hygiene, a survey was conducted among 100 teachers of various disciplines, including hygiene, public health and preventive medicine. The survey included questions about the perception of the subject, its role in the educational process and suggestions for improving teaching. The main results of the survey, 92% of teachers believe that hygiene is a key element of medical education, contributing to the formation of a comprehensive approach to the treatment and prevention of diseases.

85% of respondents noted that knowledge of hygiene helps students to better understand the importance of preventive measures in clinical practice.

On teaching effectiveness: 88% of lecturers noted that hygiene students are more successful in practical tasks related to infection safety. 80% of respondents believe that topical examples and case studies significantly increase students' interest in the course.



When examining teaching methods, 70% of faculty expressed the need to implement more interactive teaching methods such as simulations and case studies to increase student engagement, 65% of respondents indicated that modern technology such as online courses and webinars can significantly improve learning.

In the survey process, faculty members gave the following suggestions for improvement: 75% of faculty members felt that teaching materials should be updated to include current research and data on hygiene, 60% of respondents suggested introducing interdisciplinary courses that would combine hygiene with other medical disciplines such as epidemiology and infectious diseases.

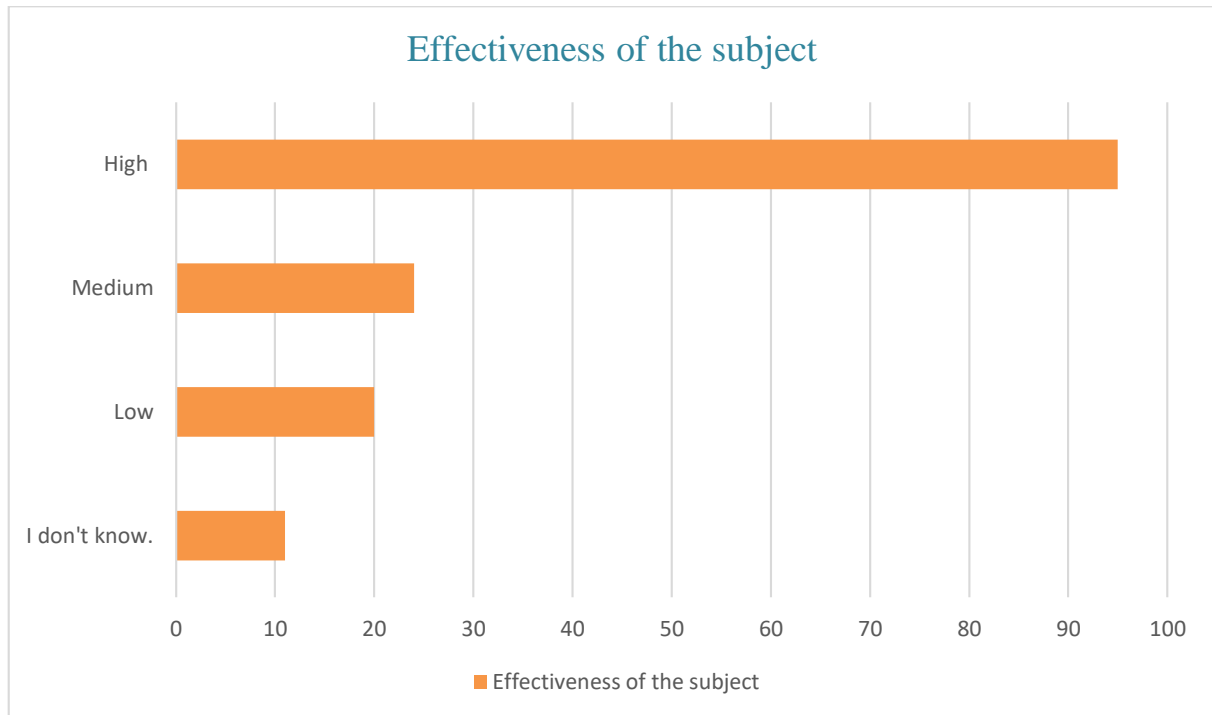
To assess the impact of studying hygiene on the academic performance of medical students, data on the academic performance of students who took a course in hygiene and students who did not take the subject were analyzed. The analysis covers the results of clinical examinations as well as data on practical skills and preparation for professional practice.

When analyzing student performance, students who had taken a hygiene course performed 20% better on clinical exams (average score of 85) compared to those who had not studied hygiene (average score of 70).

In practical tasks related to infection safety and sanitation, students who had studied hygiene scored 25% more positively.

Hygiene-educated physicians were 30% less likely to encounter professional problems related to infectious disease and sanitation violations compared to those who did not take the course. Hygiene students subsequently show higher rates of career satisfaction and confidence in their knowledge. 75% of graduates who took the

hygiene course indicated that the knowledge gained in the class helped them prepare for professional exams and certification.



Hygiene students are more actively involved in disease prevention and public health activities, indicating a higher level of responsibility and involvement.

Discussion. The results of surveys and analyses of student performance emphasise the importance of teaching hygiene in medical schools. Surveys among medical students show that 85% of students believe that hygiene knowledge has a direct impact on their professional training. Countries with active hygiene education programmes have seen a 40% reduction in morbidity compared to regions without such programmes. According to UNICEF, 2.2 billion people in the world lack access to safe drinking water, which increases the risk of disease. Surveys of students and teachers revealed a high degree of recognition of the importance of hygiene education, and analyses of academic performance confirmed its positive impact on academic and professional outcomes. Hygiene as a discipline builds students' understanding of the fundamentals of disease prevention and infection control. This knowledge is critical in today's health care challenges, including pandemics and increasing threats from infectious diseases. According to labour market data, more than 70% of healthcare employers believe that hygiene knowledge is essential for successful healthcare workers.

Teachers expressed the need to introduce more interactive and modern teaching methods. This could include the use of technology, simulations and practical exercises, which, as the survey showed, significantly increases students' interest in the course and their engagement in the learning process.

Conclusions. The study of hygiene is an important component of medical students' training, contributing to the formation of their knowledge of disease prevention and infection safety. Students who have completed a course in hygiene show significantly higher results in examinations and practical classes in clinical disciplines, which confirms the effectiveness of hygiene education. Graduates with knowledge of hygiene show greater confidence in their professional skills, which reduces the risk of errors in clinical practice and improves the quality of health services.

Teachers emphasise the importance of introducing interactive and practice-oriented teaching methods, which can increase student interest and engagement in the learning process. It is recommended to update teaching materials and integrate hygiene into interdisciplinary courses, which will help students better understand the link between different aspects of medicine and hygiene. Strengthening hygiene education in medical schools is an investment in public health and improved quality of care, which in the long term will lead to reduced morbidity and improved public health. These findings highlight the need to further develop hygiene programmes in medical education in order to produce qualified professionals who can effectively meet the challenges of modern health care.

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