

THE TASKS OF DIDACTIC GAMES IN THE DEVELOPMENT OF MEDICAL STUDENTS' PICTORIAL ACTIVITIES

Utambetova Arzayim Kalmurzaevna

Teacher at the department

Uzbek and foreign languages №1

Tashkent state medical university

arzay8898@gmail.com



Annotation. 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.

Аннотация. Дидактические игры становятся все 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 подчеркивается 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 are 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. A didactic game is a structured learning activity designed with specific educational goals. It combines 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 aiming to foster 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.

Tasks of Didactic Games in Developing Pictorial Activities 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. Creative Task – Encouraging Artistic and Conceptual Visualization: Games that involve drawing, modeling, or designing help students externalize their understanding in visual form. This supports not only creativity but also deeper conceptualization of medical material. Diagnostic Task – Applying Visual Analysis to Clinical Contexts: Interactive games based on radiological or pathological images train students to recognize patterns and anomalies. The game format enhances motivation and reduces the stress associated with high-stakes diagnostic exercises. 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. 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 better 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);
- * Encourage interdisciplinary collaboration between medical and art educators.

Conclusion. Didactic games serve as a dynamic method for developing medical students’ pictorial activities. They transform passive observation into active creation, cultivate diagnostic visualization, and enhance 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 said that building and making with the

necessary materials in preschool educational organizations forms children's visual perception and helps children to master pictorial activities. At the classes on drawing nature in a large group of preschool educational institution they learn to think logically, observe, distinguish the main features, analyze the spatial characteristics of the object, and independently choose pictorial means. All of these are necessary in the process of learning in school. Thus, 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, when teaching children's visual arts activities.

REFERENCES

1. Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development.* Pearson Education.
2. Harden, R. M., & Laidlaw, J. M. (2017). *Essential Skills for a Medical Teacher: An Introduction to Teaching and Learning in Medicine.* Elsevier.
3. Prensky, M. (2001). *Digital Game-Based Learning.* McGraw-Hill.
4. Kogan, M., & Bligh, J. (2019). "Visual Thinking in Medical Education." *Medical Education Review*, 53(2), 115–123.