

**AUDIO-AUSCULTATORY TRAINING AND CLINICAL
SIMULATION IN PEDIATRIC PROPAEDEUTICS - EDUCATIONAL
OUTCOMES AND DIAGNOSTIC COMPETENCE FORMATION**

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Annotation: *This thesis examines the integration of audio-auscultatory training and high-fidelity clinical simulation into the teaching of pediatric propaedeutics, analyzing their combined effect on the formation of cardiopulmonary diagnostic competence in medical students. Drawing on controlled educational research and validated assessment frameworks, the study demonstrates that structured simulation-based curricula incorporating deliberate auscultatory practice and scenario-driven clinical reasoning produce measurable, statistically significant gains in both sound recognition accuracy and clinical decision-making proficiency. The findings substantiate audio-auscultatory simulation as a pedagogically essential - rather than supplementary - component of modern pediatric medical education.*

Keywords: *audio-auscultatory training, clinical simulation, pediatric propaedeutics, cardiopulmonary auscultation, deliberate practice, high-fidelity simulation, diagnostic competence, lung sound recognition, simulation-based medical education, clinical reasoning.*

The scientific rationale for audio-auscultatory training in pediatric propaedeutics rests on the convergence of cognitive learning theory, psychomotor skill acquisition research, and clinical outcome evidence. Sound recognition - the perceptual core of auscultation - is an auditory discrimination skill that develops through the repeated association of acoustic stimuli with

pathophysiological states. Without structured, reproducible exposure to clearly labeled pathological sounds, learners form incomplete and inconsistently organized acoustic schemata that fail under the variable acoustic conditions of real clinical encounters. High-fidelity simulation manikins, which can reproduce a controlled spectrum of normal and abnormal heart and lung sounds across pediatric age categories, provide precisely the standardized phonocardiographic environment required for systematic schema formation. Exposure to a patient simulator significantly improved heart auscultation skills; mitral regurgitation was correctly recognized by 89.7% of students in the simulation group compared to 71.4% of controls, and a significantly greater percentage of simulation-trained students correctly identified all cardiac diagnoses. This effect size is clinically meaningful: in a pediatric examination context, failure to recognize a pathological murmur or adventitious lung sound in a child can delay the diagnosis of congenital heart disease, pneumonia, bronchial asthma, or croup - conditions where early detection fundamentally alters prognosis. Students who received both simulation and conventional tutoring methods were able to accurately identify all lung sounds significantly better than those receiving conventional tutoring alone, with the greatest differences observed in identifying vesicular breath sounds (29% versus 6%), stridor (28% versus 6%), and bronchial breathing (25% greater accuracy). These findings are directly applicable to pediatric propaedeutics, where stridor and abnormal bronchial breathing are cardinal signs of upper airway obstruction and consolidation respectively - conditions that are both common in children and time-critical in management.

The pedagogical mechanism through which simulation achieves these outcomes is deliberate practice: goal-directed repetition with immediate, structured feedback occurring in a psychologically safe environment. Simulation-based training offers a safe and controlled environment to address the gap in auscultation proficiency, particularly in resource-limited settings

where clinical exposure is irregular and patient availability for teaching cannot be guaranteed. In pediatric departments of regional institutions - including those in the Fergana Valley context - inconsistent patient caseloads and ethical constraints on repeated student examination of sick children make simulation not merely convenient but epistemologically necessary. A randomized controlled study assessing situational simulation-based teaching versus conventional instruction for 52 medical interns across a six-week pediatric internship demonstrated that the simulation group achieved substantially higher clinical ability scores, with assessment conducted through blinded evaluation and standardized objective structured clinical examination instruments. The integration of clinical vignettes alongside manikin-based sound reproduction - so that learners must interpret acoustic findings within a patient scenario rather than in isolation - further develops clinical reasoning, bridging the gap between perceptual recognition and diagnostic synthesis. Faculty facilitators guide students through unknown patient cases and utilize the auscultation manikin to simulate corresponding heart sounds, helping students identify and discriminate between normal and pathologic sounds in the context of a clinical vignette.

Audio-auscultatory training integrated with scenario-based clinical simulation constitutes an evidence-based, pedagogically validated method for forming diagnostic competence in pediatric propaedeutics. Future research should establish standardized competency benchmarks and longitudinal curricula for regional medical institutions.

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