

gain new knowledge. On the one hand, it requires more money and free time, but on the other hand, regular improvement of their professional level allows them to compete with colleagues, including foreign ones. The desire of cadets to improve their knowledge sets educational institutions the task of optimizing the educational process, improving methods and applying new opportunities.

Given that most physicians graduated from higher education more than five years ago, there is a need to build a modular system that will update the theoretical knowledge of medical science to master the practical part of the specialty being studied. In particular, the study of the pathology of a particular disease includes a set of documents (electronic lectures) on anatomical and physiological features, which consists of the following modules: anatomy, physiology, morphology. The lecture on modern research methods includes modules with laboratory, instrumental and other types of diagnostics. The notes are presented with illustrative material: tables, figures, diagrams, diagnostic and treatment algorithms, photographs of micro- and macro -drugs, radiographs, computed tomography data, etc. All these visual aids allow you to better master the material.

In recent years, providers have faced a new task, namely to work under quarantine restrictions. New programs for distance learning, knowledge assessment and video demonstration of the lesson have started to appear. Distance learning requires significant skilled work to develop and produce programs that guarantee high quality training, and secondly, in our opinion, the most important thing is to ensure control of clinical experience. In distance learning, it is difficult to develop clinical skills without integrated learning. The effectiveness and necessity of this area in medicine requires further improvement and expansion of the range of uses. Of course, live communication cannot be completely replaced by remote communication, but its benefits cannot be denied.

Thus, we can conclude that the use of distance learning in postgraduate medical education allows to effectively solve the problems of today: lifelong learning, lifelong learning, learning «without borders» and online.

EDUCATION OF FOREIGN MEDICAL STUDENTS WITH INTERACTIVE TECHNOLOGIES — REALITIES OF TODAY

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At the present stage of formation of medical skills in students of foreign faculties with the use of interactive methods, as the main factor in optimizing the process of teaching medicine, always remains on the agenda. This is the key to the

effective development of skills in the education of foreign students of medical schools and an important aspect of their professional development.

In modern pedagogy, interactive methods are considered as an integral part of innovative pedagogical technology, which aims to encourage learners to cognitive independence. Interactive teaching methods help students to reveal themselves in the personal aspect, are a prerequisite for training a competitive specialist, allow you to acquire the necessary professional skills in classrooms, involve in solving problems that are as close as possible to their future career. It is important to pay attention not only to the identified knowledge and skills, but also to the creative independence of participants in the learning process [2].

The organization of interactive learning involves modeling life situations, using role-playing games, solving problems based on the analysis of circumstances and the situation. Of particular importance for the formation of the future doctor's personality is the use of simulation-game approach to the organization of educational activities. Role-playing in foreign language classes, which simulates future professional activities, helps to develop students' professional skills and abilities provided by the qualification characteristics. Game model of learning allows learners not only to feel in a certain communicative role, but also to express their emotions, intellectual abilities, creative imagination [1].

Simulations or situational simulations are especially useful for mastering the skills of future professional activity of doctors. The use of simulations and simulations allows not only to perform actions that repeat the phenomena of the surrounding reality, but also to recreate in specially created conditions for real situations of professional life.

Topics for role-playing games, imitations in the teaching of foreign language students can be those related to their future professional, primarily dialogue between doctor and patient, medical history and presentation at a clinical conference. These situations, which mimic work in a hospital, are especially important in teaching professional language to foreign medical students, as they are an effective means of acquainting them with the specifics of medicine, allow to simulate different patterns of behavior «doctor — patient». The application of a set of game methods is aimed at forming students' professional language competence, which will contribute to their effective functioning in a diverse professional environment.

Conclusion. Thus, interactive teaching methods help to optimize the learning process of learning a professional foreign language. They are designed to activate the mechanisms of motivation and increase the effectiveness of teaching foreign language communication. The advantages of using interactive methods in the learning process of medical students include the maximum approximation to

the real conditions of professional activity, broad independence of students, overcoming the barrier between language learning and its practical application.

References

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MASTER CLASSES AND THEIR ROLE IN CONTINUOUS PROFESSIONAL DEVELOPMENT

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Establishment of modern international standards and requirements for improving the quality of professional training of doctors requires increased competitiveness and opportunities in the domestic and international labor markets. It should be noted that the gradual acquisition of competencies occurs through learning (both formal and informal). One of the forms that is used successfully is to hold master classes.

Continuing professional development (CPD) of health professionals is an important aspect of the quality assurance process. Constant updating of knowledge and skills, acquaintance with modern protocols and guidelines and their application in practice are the realities of the modern doctor not only in the context of state requirements for the profession, but also the need for self-improvement and professional growth [1].

The system of continuous professional development for doctors was updated in Ukraine on July 14, 2021 (Provision № 725). In particular, new approaches to professional development of doctors were identified.

The high quality of medical care is influenced by many factors, among which the realization of the possibility of postgraduate medical education is perhaps the highest priority. The main task of modern postgraduate education is the transition from the concept of acquiring knowledge, skills and mastery of practical skills to the concept of education, which comprehensively develops the doctor as a person. In the current reality, it is necessary to use the most effective teaching methods in accordance with the discipline, which will give a positive result, and