

himself as a doctor, learns to interact with a standardized patient as a real one, which is very useful in that the future doctor can experience all the awkward moments when communicating. Students learn to formulate questions correctly during the collection of complaints and anamnesis, acquire empathy skills when communicating with a standardized patient, which is important in the work of a doctor, learn to see and analyze their own clinical mistakes that could harm the real patient and professional health. When studying with a standardized patient, the medical student gains confidence in his abilities, making a number of safe but unacceptable mistakes in real medical practice.

The most difficult thing for students is to communicate directly with the patient. Future physicians learn to overcome feelings of discomfort and psychological discomfort, which significantly hinders a clear assessment of the clinical situation voiced by a standardized patient. After overcoming a certain stiffness and discomfort, which usually disappear after assessing a number of clinical cases, working with a standardized patient, the student feels more confident, understands the algorithms of practical skills, disappears feeling abstraction when applying theoretical medical knowledge, which is no longer seem dry theory, reveals true clinical thinking.

Working with a standardized patient hardens future physicians to work in modern real life by modeling simple and complex clinical situation scenarios, psychologically stressful interactions in a safe environment, and preventing professional mistakes that could be detrimental to the patient's health. Practicing simulation clinical scenarios, students constantly analyze the mistakes made and have the opportunity to correct previous stages of work, gain experience and the opportunity to implement their clinical competencies.

SIMULATION TRAINING IS A POSSIBILITY OF DEVELOPMENT OF COMMUNICATIVE SKILLS OF THE FUTURE DOCTOR

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Today, simulation training is an important tool in medical education. In recent years, with the rapid development of modern technologies, they are being implemented in various fields of human activity, this applies to both education and medicine. Various models, simulators, virtual simulators, etc. are now being actively implemented in the educational process of training future doctors, which allow modeling processes, clinical situations and other aspects of the professional activity of medical workers.

Simulation in medical education is a modern method of teaching and assessing practical skills, abilities and knowledge, based on realistic modeling, simulation of a clinical situation or a single physiological system, which can use biological, mechanical, electronic and virtual (computer) models. The purpose of learning using simulation scenarios is to acquire and master skills (technical, cognitive, behavioral) that shape the future specialist. An important role of such training is in the process of forming communicative competencies [1].

Therefore, the aim of this work was to evaluate the role of simulation training in the development of communication skills of the future doctor.

The profession of a doctor requires increased attention to the development of the future specialist's own speech, the ability to establish and maintain contact with colleagues, patients and their relatives. Therefore, tactfulness in communication, initiative, ability to listen and hear are important for a doctor. Graduates often experience communicative difficulties in their professional activities and have an insufficient arsenal of communicative knowledge. Often a specialist with sound professional knowledge has difficulties in the communicative sphere.

Simulation training is a technology that allows you to replace or enrich the student's practical experience in a fully interactive manner with an artificially created situation that reflects and reproduces the problems that occur in the real world [2]. One of the simulation techniques that will help develop communication skills is the game «standardized patient». This type of educational activity is based on the creation of a virtual clinical situation, but does not involve the use of a mannequin. In the process of play, a teacher or another student can perform the role of the patient. During the training, situations with patients of different age groups with different moods and different intellectual levels are simulated. The student's task is formulated as follows: during the interview of a virtual patient, he must promptly and consistently construct such interrogative sentences that the communicative act was successful. The medical student must be able to competently interview the patient and make an entry in the medical card. During the debriefing of the simulation situation, the analysis of the communicators' mistakes is performed, as a result of which the speaker's situational experience turns into a speech skill [3].

Thus, by using simulation techniques, it is possible to simulate the situation of meeting the future specialist and the patient, which will form a high-level communicative competence in the medical student.

References

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