

encouraging messages or with explanations why it was necessary to choose one or another answer.

The teacher can collect data on a number of correct and incorrect answers, which in turn will affect the further conduct of the lesson — so it is proposed to add to the gamification and adaptive teaching because it will immediately show where students make the most mistakes and will immediately raise awareness of incorrect answers. Such a game teaching method should not be evaluated, because its purpose is to raise awareness and interest of the student in the subject and the specific topic of the lesson.

Therefore, the method of gamification in the educational process can lead to the deepening of students' knowledge, their interest in the subject, interactivity of the lesson, and receiving feedback from teachers.

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COMPARISON OF WORLD-WIDE-WEB BASED SIMULATOR OF MEDICAL CONSULTATION WITH THE LIVE, STANDARDIZED PATIENTS

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The aim of this study is to determine didactical cons and pros for «VIPs», a free-inquiry World Wide Web based interactive simulator of medical consultation, and its tutorial capacity to elicit similar clinical reasoning process as achieved by means of traditional live, standardized patient (StandPat) encounters.

Summary of conducted work witness the following: in order to validate the pedagogical approach in «VIPs» located online at www.swissvips.ch, clinical cases were formatted and presented both as live real life StandPat simulations and as «VIPs» World Wide Web based interactive computerized scenarios. Clinical reasoning patterns, actually defined as a set of more or less relevant information items generated during simulations, were compared between the two formats in the

case of future general practice physicians (undergraduate medical students) and surgical residents during internship (postgraduate training). Summarizing the results shows that both simulation methods are new, rarely used in Ukraine and are comparable in their duration and diagnostic relevance. Proportion of «highly relevant» information presentation was a little bit higher in the «VIPs» World Wide Web based interactive computerized format. Compared to the StandPat format, it was collected sooner, leading to a faster and accurate response and diagnosis. Meanwhile, the proportion of useful information elicited in both formats by user increased with its relevance, reaching up to 70 % ($p < 0,001$) for «highly relevant» information. World Wide Web based interactive computerized simulation is able to reproduce the cognitive process of clinical reasoning observed in StandPat simulations. It offers a visible alternative to StandPat simulation as a tool to train and test clinical thinking. Naturally, broadband online access and PC literacy are essential.

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HOSPITAL SETTING IMITATION FOR EDUCATION OF MEDICAL STUDENTS: A STORY ABOUT ROLE-PLAYING GAMES IN GENERAL SURGERY DEPARTMENT

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This idea is focused on the usefulness and how-to-do of Surgical Department imitation, considering its use to improve further introduction of