all students by the same method (according to the checklist), the exam is recorded on video, the standardized patient provides the same clinical signs of disease, the student is alone at the station during the exam. All this makes it possible to really assess the preparation of future doctors to work in a hospital with real people and unpredictable situations.

Thus, OSCE is a modern, informative, objective, standardized, qualified, specialized, informative and promising method of assessing the knowledge and skills of medical graduates.

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SIMULATION TRAINING — A MODERN METHOD OF TRAINING OF STUDENTS OF HIGHER MEDICAL ESTABLISHMENTS

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Simulation training is one of the modern methods of practical training of students of medical educational establishments, based on realistic modeling or simulation of the clinical situation. Mastering and practicing skills during classes allows you to more thoroughly prepare the student for further independent activities, compared to the theoretical analysis of the clinical situation.

The main simulators used in medical education and at the Center of Simulating Medicine and Innovative Technologies of BSMU include mannequins

and phantoms, computerized mannequins and screen stimulators, simulators, standardized patients, training scenarios etc.

The main features of simulation training are:

• availability of an artificially created simulated learning environment;

• ability to use dummies for completeness and realistic modeling of an object in a particular situation;

• training specific practical skills using modern equipment without harming human health;

• working out team work in a simulated specific situation;

• availability of experienced teachers (instructors) who have extensive experience in medical and educational work [1, 2].

The simulation class is divided into several stages: initial assessment of students' knowledge, theoretical examination of skills, simulation training, debriefing, final testing and anonymous questionnaires. A checklist has been developed to objectively assess an individual skill or clinical scenario. Practical training gives students the opportunity to work out the algorithm of actions in a specific clinical situation; optimize teamwork and clearly distribute team responsibilities [3].

The following methods are used during stimulation training: virtual operating room; standardized patient; use of mannequins with a high level of realism; interdisciplinary training and team training.

Using a standardized patient as one of the teaching methods allows to practice several important skills at the same time: collecting life history and illness, collecting complaints, developing a diagnostic algorithm, analyzing the results of the examination and prescribing appropriate treatment. Students can play the role of patients. For this purpose has been established the Center of Simulating Medicine and Innovative Technologies of the BSMU. Students receive the necessary skills and knowledge for the further role of tutors. Tutors who are familiar with the scenario, which describes their health, complaints and medical history, are involved in the students taking the OSCE exam as standardized patients. Today, the standardized patient is one of the most common methods of simulation training, which is implemented in most university curricula in the world.

Simulation of a high level of realism with the help of a computerized mannequin (adult, newborn, mother, etc.) allows you to model different situations, make it highly specialized or multidisciplinary, ensuring the interaction of specialists (nurses, obstetricians, neonatologists, surgeons, surgeons, surgeons, surgeons, surgeons, surgeons.

An extremely important part of simulation training is debriefing — discussion after the skill. The purpose of the debriefing is to force students to approach the problem from different points of view and thus give them more opportunities to choose actions. It is designed so that participants pay more attention to key issues and determine the cause and effect of events [1–3].

The simulation form of training is the most optimal when working out scenarios for providing emergency and urgent medical care in the emergency room and the cardiopulmonary intensive care unit. In this case it is possible to more fully and realistically model a situation, to obtain the necessary theoretical and practical knowledge, to develop specific skills without endangering the life of a real person [4].

Thus, the Center of Simulating Medicine and Innovative Technologies of BSMU is an educational unit of the university, equipped with modern high-tech equipment to ensure effective practical and targeted training of students and continuous professional development of doctors.

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