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EDUCATIONAL WORK OF MEDICAL STUDENTS WITH THE STANDARDIZED PATIENT IN PEDIATRIC

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In recent years, simulation training has been intensively implemented and used to train future doctors in modern conditions. This makes it possible to properly prepare students of medical universities to master and improve practical skills of working with a patient based on the theoretical knowledge obtained. This is an excellent way to correct the mistakes of higher education students when demonstrating practical skills in simulated conditions, which will directly affect the improvement of the quality of medical care for the population in the future [1,2].

High requirements for the quality of training of doctors, limitations in practicing practical skills on real patients, increased attention to the creation of safe conditions for patients and medical workers during the provision of medical care, as well as compliance with ethical norms, led to the formation of a new paradigm of medical education - the use of simulation teaching methods [3].

Classes on working with a standardized patient in pediatric practice are held with students of the 5th year of the "Medicine" specialty on the basis of the Educational and Training Center for Simulation Medicine and Innovative Technologies of the Bukovyna State Medical University. During the class, such competencies as "Skills of interviewing and clinical examination of the patient" are practiced, «Ability to establish a preliminary and clinical diagnosis», "Ability to diagnose emergency conditions", "The ability to determine the tactics of providing emergency medical care», «Skills in providing emergency medical care». The standardized patient, in our case, the mother (father, official guardian) of the child, whose role is played by a actor who has previously acquired the skills and knowledge to perform this role according to the instructions, without deviating from the practiced script, describes the symptoms of the disease that the imaginary child suffers from. The student's task is to demonstrate communication skills (construct a conversation correctly), collect passport data, clarify the purpose of the visit, collect data on patient

complaints, collect a detailed history of the disease, the history of the child's life, establish a preliminary diagnosis, prescribe the necessary optimal set of laboratory and instrumental research methods and provide emergency care. Everything happens as realistically as in ordinary life, except for the presence of a sick child. The next action after working out the simulation scenario is debriefing – discussion after the completed task, analysis, discussion of mistakes and experience gained. Such an acted situation gives the student the opportunity to make decisions independently, relying only on his own knowledge, to feel responsible for his conclusions and actions, probable mistakes and their consequences, which helps to be emotionally and physically prepared for future professional activities.

Therefore, the effectiveness of practical classes with the use of simulation scenarios is several times higher than the educational effectiveness of traditional academic training.

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THE USE OF NEW INFORMATION TECHNOLOGIES AND VIRTUAL PATIENTS IN THE TRAINING OF FUTURE PHYSICIANS

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One of the current trends in medical education with the use of new information technologies and virtual patients in the training of future physicians is the simulation of practical skills through simulation, modeling, realistic reproduction of the process. This is a modern technology of acquiring and evaluating practical skills, abilities, knowledge based on realistic modeling and