

**МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я
БУКОВИНСЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ
УНІВЕРСИТЕТ**

**м. Чернівці
16-17 лютого 2024**

**МАТЕРІАЛИ
З НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ
З МІЖНАРОДНОЮ УЧАСТЮ
"МЕДИЧНА СИМУЛЯЦІЯ-
ПОГЛЯД У МАЙБУТНЄ"**



Psychological_Adaptation_of_International_Students_to_Learning_and_Professional_Activities.

2. Bondarchuk L, Podgurska T, Kovtunets O. Intercultural Component in Teaching Foreign Students in Ukraine. Proceedings of the III International Scientific Congress Society of Ambient Intelligence; 2020; Advances in Economics, Business and Management Research [Internet]. 2020; 129: 316-322. Available from: <https://www.atlantis-pess.com/proceedings/isc-sai-20/125937243>.

3. Rudenko N. Socio-cultural and psychological problems of foreign students adaptation in a higher school. Vestnyk KHADI [Internet]. 2016; 73: 21-23. Available from: https://dSPACE.khadi.kharkov.ua/dSPACE/bitstream/123456789/1746/1/V_73_05.pdf.

FEATURES OF TRAINING STUDENTS IN THE SIMULATION CENTER FOR PEDIATRIC SURGERY

Yusupov Sh.A., Telang S.P.

Samarkand State Medical University, Republic Of Uzbekistan

Education in the modern world is aimed, first of all, at enhancing educational student activities and the formation of collective interaction skills. Exactly at under these conditions, students have the opportunity to fully demonstrate their intellectual, cognitive and personal independence, performing various assignments in close cooperation with the teacher. The purpose of medical education is the formation of special personal qualities future medical worker such as: competence, responsibility, compassion and compassion, and most importantly, the ability to make the right independent decision in emergency conditions. Make the learning process in medical institutions interesting, creative and diverse can be facilitated by the use of teachers in the educational process active and interactive teaching methods, which, in turn, contribute to improvement of pedagogical skills and professional development of teachers. The interactive teaching method itself presupposes close and productive interaction between student and teacher and allows you to combine both traditional methods with interactive, and compare variable interactive methods with each other. Data variations depend, first of all, on the literacy and experience of teachers in mastering various pedagogical technologies. The concept of "interactive learning" is translation of the English term interactive learning, which means learning (spontaneous or specially organized). Today it is included in the educational process of modern pedagogy of higher professional school due to the presence of a large educational and developing potential, since in it the student becomes a full

participated educational process, which plays an important role not only in better development of educational material, but also in the formation and development of the student's personality.

Pediatric surgery involves the diagnostic, operative, and postoperative surgical care of children with congenital and acquired anomalies and diseases. There is no universal definition of a pediatric surgeon, as some are recognized through specific board certification while others have developed a niche based on clinical experience alone. The journey to become a surgeon that operates on this special population is tedious but rich in history. In this review, we will outline the history of pediatric surgery as a subspecialty through the lens of earlier training including advancements in diversity, summarize current training methodologies using simulation, and discuss the next steps in integrating simulation best practices into pediatric surgery training in the future.

Interactive learning requires the use of special forms of organization cognitive activity, competent and consistent selection of educational material and clear goal setting - all this makes the learning process itself productive and successful.

To consolidate the material covered and evaluate the knowledge gained, it is provided situational task on the topic of the lesson with pre-prepared questions:
Patient K., 16 years old. The mother suffered postpartum psychosis. Currently healthy. Father is sick with schizophrenia, disabled group I, in recent years he has been living in a psychoneurological boarding school. The patient was quiet and shy by nature; he grew up alone and had no friends. In the last grades My school performance dropped sharply, I stopped studying, I lay on the couch all day at home, was not interested in anything, the Mother turned to a psychiatrist for advice, and the patient was hospitalized. Mental state: consciousness is not clouded. Answers questions monosyllabic, often negative answers: "I don't remember, I don't know", some questions in general ignores. Doesn't communicate with others. Wanders aimlessly around the department, cannot be included in work succeeds. Tries to walk barefoot on the floor. Indifferent to hospital placement, when visiting his mother, he indifferently takes the food and immediately leaves. There are no complaints, no desires.

Emotionally stupid.

No delusions or deceptions of feelings were identified.

1. What symptoms are described?
2. What syndrome defines the condition?
3. In what disorders can this clinical picture be observed?
4. What factors influence the occurrence of such a disorder?
5. What are the treatment recommendations?

Thus, interactive methods are methods that provide personal participation, direct involvement of students in the proposed activities where research controversial issues, real clinical and professional situations are simulated, Problems are proposed for joint group solution and discussion. Competent organizing and conducting interactive training allow the teacher to create in a group a collaborative atmosphere where participants are given the opportunity to actively demonstrate existing knowledge and discuss freely.

References:

1. Yusupov S.A. Introduction to Pedagogical techniques, Pediatric Surgery
2. Kuznetsov V.V. Introduction to the professional pedagogical specialty. – M.: Academia. – 2017 – 176c.
2. Guslova, M.N. Innovative pedagogical technologies. – M.: Academy. – 2017. – 288c.
3. Zagvyazinsky V.I. Research activities of a teacher. – M.: Academia. – 2016. – 176c.
4. Zagvyazinsky V.I., Atakhanov R. Methodology and methods of psychological and pedagogical research. – M.: Academy. – 2016. – 208c.
5. Moreva N.A. Technologies of vocational education. – M.: Academy. 2017. – 362c.
6. New pedagogical and information technologies in the education system. M.: Academy. – 2017. – 272c.
7. Popkov V.A., Korzhuev A.V. Theory and practice of higher professional education. – M.: Academic project. – 2016. – 138c.
8. Salnikova T.P. Pedagogical technologies. – M.: Sphere. – 2018. – 88c.
9. Shcherbinina Yu.V. Pedagogical discourse. Think-speak-act. – M.: Flint. The science. – 2017. – 397c.
10. Yakusheva S.D. Fundamentals of pedagogical skills. – M.: Academy. – 2018. – 256c