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**РОЛЬ СУЧАСНИХ ТЕХНОЛОГІЙ В ЯКОСТІ ПРОФЕСІЙНОГО ПІДГОТОВКИ СТУДЕНТІВ 5  
ТА 6 КУРСУ МЕДИЧНИХ ОСВІТНІХ ЗАКЛАДАХ**

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**THE ROLE OF MODERN TECHNOLOGIES IN THE QUALITY OF PROFESSIONAL TRAINING  
OF 5 AND 6TH YEAR STUDENTS MEDICAL EDUCATIONAL INSTITUTIONS****Анотація.**

*В сучасності педагогічні технології обумовлені продуманою в усіх деталях моделю спільної педагогічної діяльності з організації та проведення навчального процесу з забезпеченням умов студентів і викладача. Застосування сучасних педагогічних технологій зумовлює процес, який є важливим соціальним інститутом, процесом, який безпосередньо формує засвоєння знань. Сучасні педагогічні технології вимагають нових освітніх методів, нових підходів, нову технологію процесу одержання знань.*

**Abstract.**

*Nowadays, pedagogical technologies are due to a well-thought-out in all details of the model of joint pedagogical activities for the organization and conduct of the educational process with the provision of conditions for students and teachers. The application of modern pedagogical technologies determines the process, which is an important social institution, a process that directly shapes the acquisition of knowledge. Modern pedagogical technologies require new educational methods, new approaches, new technology of the process of obtaining knowledge.*

**Ключові слова:** *сучасні технології, професійна підготовка, внутрішня медицина, студенти*

**Keywords:** *modern technologies, professional training, internal medicine, students*

**Introduction.** The modern world requires a specialist in any field to be independent, responsible, active, have their own life position. Yes necessity becomes an urgent direction of higher school development. Independence and activity (ability to analyze information and navigate in its flow, draw conclusions and achieve the goal) can be manifested and developed only when the learning process becomes for the student by means of a joint task with the teacher: constantly work on yourself, develop your skills and don't stop there achieved. In this case, the teacher is not only a carrier of information, but also helps the student to be realized as a person. This approach will promote co-creation of the student and the teacher where activity of both will be based on interaction and dialogue, which will ensure receptivity and openness to influence each other. However, if such activity will be shown only by the teacher, and the student will only perceive ready information or practical skills without being able to work independently article or section of the textbook, it will never be able to become highly qualified specialist, hold leadership positions since psychologically he will be unprepared for it. [1-3]. And in that case, a graduate higher education institution will be indecisive and frivolous personality. In order to avoid such a threatening

situation, the teacher has to possess modern pedagogical technologies which are as much as possible will help the young person to be realized in the flow of information.

The main emphasis in modern education is on the transition from traditional model of higher medical education, which was dominated by information-accumulative principles to a personality-oriented model, from broadcast knowledge to the ability to use this knowledge [3,4]. At the Department of Internal Medicine and Clinical pharmacology and Occupational diseases in the preparation of students 5 and 6 courses to solve this problem have been implemented methods of problem-based learning. Its characteristic features are the organization of learning by self-acquisition of knowledge in the decision-making process educational problems, development of creative thinking and cognitive activity of students. The proposed technology of problem-based learning is not particularly variable, as the inclusion of students in the active cognitive activity is based on a number of stages, which should be implemented gradually and comprehensively. An important component of problem-based learning is to create a problem situation. Her clear understanding completes

the first stage. In the second stage of solving the problem ("closed") the student analyzes the knowledge which he has, realizes that they are not enough to get an answer, and actively participates in the process their search. The third stage ("open") is directed to acquire in various ways the knowledge needed to solve the problem. It ends with the thought ("I know how to do it!"). Application in the process of learning the above consistent stages of obtaining theoretical knowledge and consolidation practical skills form professional and general cultural competencies of a medical specialist, allows to determine the priority of an individual approach in the training of a clinician. That is why at the Department of Internal Medicine, Clinical Pharmacology and Occupational Diseases, by decision profile therapeutic methodical commission, practical classes in internal medicine are gradually acquiring new forms. At the department in the preparation of 5th and 6th year students widely introduced method of "business game" - imitation of professional activity in the conditions as close as possible to real [6]. The purpose of the cognitive game is to assess the complexity knowledge of students, imitation of professional activity of the doctor-therapist, stimulation of mental activity of students. The essence of the game is to establish the correct diagnosis on the basis of complaints, medical history, wording preliminary diagnosis, analysis of the results of additional examinations, as well as the choice of treatment tactics and means of preventing the development of a pathological condition.

The duration of the game for one group is 20 minutes, for the academic group - 1 hour. 5 students take part in the game, one of them assumes the role of patient, and the last four constitute a medical council to establish final diagnosis. Before the game the teacher shows the "patient" a card with a diagnosis that it will mimic (the nosological unit should correspond to previously studied topics). For other participants in the game, it remains unknown. The "patient" has 5 minutes to reflect on possible complaints, the history of the development of "his illness", to prepare for clarifying issues of the council. Dialog the game begins with the "patient" presenting his complaints to the medical council without detailing. For the correct definition of "doctors" of the previous diagnosis details of complaints, anamnesis diseases that are possible only in the presence of a certain level of knowledge. The teacher performs controlling, directing, evaluating functions. After the first stage of the business game, each member of the council has an independent decide on a preliminary diagnosis, with the necessary additional methods of examination, records it on a sheet of paper.

In the second stage of the game, the teacher demonstrates to the council the results of additional survey methods "Patient", offers to determine the final diagnosis collegially through discussion. The result of a business game is not just a definition correct diagnosis, but also a detailed analysis of erroneous results. This allows not only to assess the completeness of the acquired knowledge, but also to determine the most vulnerable points that need to be emphasized attention. In the course of a business game, students appear motive for active search of diagnostic information according to the role performed by it, the skill of work with the received information is developed.

**Conclusions.** The use of modern pedagogical technologies is multifaceted a process that is an important social institution, a process that directly forms the acquisition of knowledge. Modern pedagogical technologies require new educational methods, new approaches, new technology the process of obtaining knowledge. This is due to the fact that pedagogical processes acquire an informative character and there is a shift of emphasis in learning from the process of accumulation of subject knowledge to develop skills apply them autonomously in a multitasking situation. Modern pedagogical technologies require a well-founded target, content, educational, intellectual component and appropriate learning environment.

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