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



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

simulation of the clinical situation, taken from a comprehensive view of man, disease in different variants of its development, used in world learning practice.

One of the main tasks of higher education, as stated in the Law of Ukraine "On Higher Education", is the formation of personality through patriotic, legal, environmental education, affirmation of moral values, social activity, civic position and responsibility, healthy lifestyle, ability to think freely and self-organize in modern conditions[1].

In view of this, the main goal of higher education can be defined as the training of a qualified specialist of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in his profession and oriented in related fields, able to work effectively in the profession. levels of world standards, ready for continuous professional growth, social and professional mobility. The purpose of education is not only to transfer to the student a set of knowledge, skills and abilities in a particular field, but also the development of outlook, interdisciplinary sense, ability to individual creative decisions, self-study, formation of humanistic values.

In the modern conditions of modernization of higher education and its integration into the world space, a new phenomenon has emerged in domestic pedagogy - the competence approach. Today the quality of professional education is connected with the formation of the competence of the future specialist, which ensures the competitiveness of the graduate in the labor market. The transition to competence-oriented education is a natural stage in the modernization of the vocational education system, which allows to resolve the contradictions between the requirements for its quality imposed by the state, society, employers and labor markets. A graduate of a higher education institution will be successful if he has a holistic system of professional competencies that are formed during his studies at the university and developed in the process of professional activity.

The category of "professional competence" is determined mainly by the level of professional education, experience and individual abilities, his motivated desire for continuous self-education and self-improvement, creative and responsible attitude to work, involves the development of personal ability to navigate difficult and unpredictable work situations. consequences of their activities, as well as be responsible for them. Professional development is a change that occurs in the consciousness of the individual in the formation of excellence in a particular profession. Professional development lasts a lifetime [2].

Competence approach to learning, in contrast to the traditional qualification approach, reflects the requirements not only for the content of education (what a graduate must know, be able and what skills to possess in the professional field), but also for the behavioral component (*ability to apply knowledge, skills and*

*abilities professional activity*). There is no single accepted definition of the concept of "competence" of a health worker [3].

Competences are defined as important and necessary integrated actions based on knowledge-combining skills and attitudes with available and available resources to ensure safe and quality outcomes for patients and the public. Competences require a certain level of socio-emotional intelligence, and their adaptability depends on the degree of their habit and rationality [4].

Competences are the knowledge, skills and abilities needed to achieve the best outcomes in the treatment of patients (Canmed Competency Framework). In addition, competence is the habitual and rational application of communication, knowledge, technical skills, clinical thinking, emotions, values and reasoning in everyday practice for the benefit of the individual and the population served (Epstein and Hundert) [6]. Experts from the Council of Europe emphasize the key competencies that modern graduates of all higher education institutions should acquire:—social - to participate in joint decision-making, functioning and improvement of democratic institutions, to resolve conflicts by non-violent means;- communicative - tolerance, ability to communicate;- intercultural - understanding of each other and differences, the ability to live with people of different cultures, languages, religions; -information - computer literacy, the ability to master new technologies in the professional field;- educational - the ability to learn throughout life, which is the basis of continuing professional education.

The formation of a new generation of doctors requires a modern approach to teaching professional medical disciplines. We believe that a comprehensive approach to all the above competencies of future physicians can best be implemented during binary classes (from the Latin binaries - double), when there is interaction between two teachers and integration of knowledge, technologies, methods, forms of learning two disciplines. Integration (Latin integer - whole) of educational content (*intra-cycle, inter-cycle, at university and postgraduate stage of training*) is a "*mechanism of self-organization of the chaos of knowledge*", the search for common ground between different disciplines, topics, scientific theories and endless concretization [6]. In general, the integration component reveals an integrated approach to the training of future physicians using intradisciplinary and interdisciplinary links, which is not only the basis for the formation of students' system knowledge, but also a leading means of intellectual, creative and professional development of future professionals.

Active forms of learning that promote better learning and are widely used in teaching the discipline "*Propaedeutics of Internal Medicine*" include business games, game design of the clinical situation, which mimics real life situations. The game gives students the opportunity to systematize the acquired knowledge, learn

to use it correctly and quickly in practice, learn to work in a team. In addition, the concept of the need to form a medical student's creative skills, because each patient is a separate non-standard task that requires a scientific approach to its solution. Multimedia tools are widely used in the process of teaching practical classes, lectures, created conditions for Internet search, presentation of educational information on electronic media.

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 simulation of the clinical situation, taken from a comprehensive view of man, disease in different variants of its development, used in world learning practice.

Simulation training [6] gives the opportunity to practice not only specific practical skills with the use of modern equipment without harming the patient's health, but also to practice teamwork in a simulated specific clinical situation. After the lesson (*training*) you can watch and analyze videos of team or one student's actions, paying attention to team communication, task distribution, decision-making process, participation of all team members or individually under the guidance of a teacher or instructor. This method of experimental learning is called debriefing. Debriefing provides the best possible mastery of professional knowledge, skills and abilities, as students themselves analyze and analyze their actions during the implementation of given clinical situations or professional skills.

New technologies allow to improve the work of students, because they combine different forms and methods of teaching, affect different areas of cognitive activity. They allow timely and independent processing of large amounts of information and develop creative thinking and skills. At the present stage there are many forms and methods of training that allow you to master professional competencies at a high level, gives the opportunity to design their further professional development, improve communication skills, readiness for professional growth, ability to rationally organize their work.

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## **SEMINAR CLASSES AS A STRUCTURE COMPONENT WHILE INTERNSHIP**

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An effective form of organization of internship studentship training is seminar classes that deepen, systematize and consolidate the theoretical knowledge acquired by internship students at lectures or in the process of independent work with literature [1, 2]. A typical curriculum provides for a certain number of seminars from each section of the program. The core topics of the program, the mastery of which determines the quality of the internship studentship students professional training, are presented at the seminar classes [3].

To analyse various methods of conducting the seminar classes while internship.

Various methods of conducting the seminar are used. One of them is that the speakers who prepare abstracts on certain issues of the seminar are determined in advance. All internship students listen to 4-5 reports, after which they are discussed. The main disadvantage of this method is that each intern prepares only "his" question of the general topic and is less interested in the rest of the questions. In addition, with such a method there is no real creative discussion.

Another method of conducting a seminar is that all internship students prepare reports on all issues of the seminar. The authors of the messages are not determined in advance and the selection of each speaker is made by the teacher during the course of the seminar. This type of seminar session is devoid of the shortcomings of the previous one, and is certainly more effective and requires a greater amount of knowledge from the internship students.

The seminar plan should be known to internship students 5-10 days in advance, depending on the topic. The teacher introduces the internship students to the methodology of conducting the seminar and reveals the meaning of each