

**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"**



3. DuszynskiMaciej. Teamwork Skills: Definition, Examples, Best for Your Resume. URL: <https://zety.com/blog/teamwork-skills>
4. Бондарчук І. П. Навички роботи в команді. 2021. URL: <https://vseosvita.ua/library/navicki-roboti-v-komandi-401960.html>.
5. Староста В. І. ГОТОВНІСТЬ майбутніх лікарів до професійної діяльності: сутність, структура. Народна освіта. Електронне наукове фахове видання. 2019. Вип. 3(39). URL: https://www.narodnaosvita.kiev.ua/?page_id=5923. ISBN 966-8358-22-8

SEMINAR CLASSES AS A STRUCTURE COMPONENT WHILE INTERNSHIP

Muryniuk T., Khomyshyn O.

Bukovinian State Medical University, Chernivtsi

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

question. The structure of the seminar class at the Department of Pediatric Dentistry is as follows: introductory speech by the teacher, consecutive listening to the reports of internship students, discussion of the speeches, determination of the value of the information heard for practical use.

At the end of the seminar, the teacher summarizes and analyzes the discussion of the topic. The level of knowledge of internship students, revealed at seminar classes, must be assessed. Grades are entered in the journal and are taken into account when issuing the final grade for the academic discipline.

Conclusions. The seminar requires a high level of independence of internship students – the ability to work with several sources, compare how the same issue is presented by different authors, make personal generalizations and conclusions. The seminar also allows to activate the cognitive and emotional activity of internship students, reveals their creative potential. Thus, the main thing in a seminar session is not so much the transfer of new information, but the expansion and consolidation of in-depth knowledge, abilities and skills, methods of obtaining and applying them.

References:

1. Kovalchuk LYA. Reorganization of postgraduate education is an important aspect of the further development of healthcare in Ukraine. *Medychna osvita*. 2014;2:27-33.
2. Fitsula MM. Higher school pedagogy: navch. posib. K. : Akademvydav, 2006. 352 p.
3. Shoemaker NO. Optimization of the educational process in institutions of postgraduate education. *Svit medytsyny ta biol*. 2011;3:162-164.

CLINICAL COMPETENCE IN SIMULATION MEDICINE

Peryzhniak A.I.

Bukovinian State Medical University, Chernivtsi

Medical education around the world has undergone significant changes. One of the reasons for the changes is concern for patient safety.

Simulation medicine can be used to resemble existing teaching material. The simulated scenarios are realistic enough to emotionally engage students, thereby providing a unique learning experience where the “patient” in the simulator speaks, breathes, blinks and moves with high fidelity just like a real patient. The simulation can be adapted to meet the needs of various medical specialties such as anesthesia, emergency medicine and trauma, intensive care,