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## PROSPECTS OF INTRODUCTION OF INNOVATIVE TECHNOLOGIES IN THE TRAINING OF INTERNAL DOCTORS DURING THE STUDY OF THE MODULE “EMERGENCY STATES”

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**Abstract.** The paper considers the use of innovative technologies in the training of interns in the study of the module "Emergencies" at the Department of Infectious Diseases and Epidemiology. The possibility of optimizing the process of independent mastering of the material in accordance with modern requirements for the educational process at the postgraduate stage is shown.

**Key words:** interns, training, emergencies

### Introduction

High-quality medical care for the population is an indicator of the availability of a sufficient number of highly qualified personnel. Changes in higher medical education, its integration into the European educational space require new approaches to the training of medical interns. The main tasks of post-graduate education of doctors are to improve the quality of education, wide implementation of independent work, distance education and preparation of intern doctors for the requirements of continuous professional development throughout life [1,9].

Today in Ukraine there are reforms in the higher education system. The modern educational process is characterized by the increasing use of computer technology. They should not become an additional "overload" in education, but an integral part of a holistic educational process, which will significantly increase the efficiency of the entire educational process as a whole.

The creation of a single European educational and scientific space requires a transition to new forms of learning. Modern processes that arise in the system of higher professional education, determine a serious change in approaches to the organization of the educational process in higher education. The introduction of a system of continuous professional development, the creation of a single educational space necessitated the use of a new approach to the organization of education, based on the use of innovative educational technologies [1,2].

The use of modern pedagogical technologies in the educational process allows to create completely new means of implementing the didactic principles of individualization and differentiation, which positively affect the development of research activities of interns, their creative activity, the implementation of learning conditions. Various innovative technologies are used in the professional training of interns, including: video-computer system, with the help of which the teacher



conducts lectures and seminars [3,4].

Currently, educators face a rather difficult task to provide future specialists with basic information, the ability to use it to solve practical problems and form a future specialist's idea of the need to obtain new professional information for the entire period of his professional activity [5,7].

### **The main text**

To increase the efficiency of independent work of interns in the study of the module "Emergencies" at the Department of Infectious Diseases and Epidemiology, in addition to traditional teaching methods, new educational technologies are actively used, the innovative nature of which involves active participation in international webinars (interactive conferences). on-line "and video conferencing.

According to the Plan of the Ministry of Health of Ukraine, since 2004, the "Step-3" exam has become mandatory for intern doctors of all specialties. Licensing exam and preparation for it have not only professional, but also educational moral and ethical meaning. A sufficiently prepared qualified specialist raises the prestige and importance of the doctor's profession in society, increases the level of self-esteem and demands for his professional and ethical level. When properly conducted, the licensing exam becomes a powerful motivating factor. Such control contributes to the achievement of the final learning tasks. Stimulating medical interns for active training, this exam helps to fill gaps in knowledge, forces a transition from the classroom to the clinic, where former students can acquire the necessary medical skills [1,9,10].

Interns work remotely to study the test base "Step 3" in the "on-line" format (electronic databases of test tasks of the licensed integrated exam for previous years).

The most common innovative learning technology in conducting practical classes at the Department of Infectious Diseases and Epidemiology of BSMU is the use of the case method as one of the most effective and common methods of organizing active cognitive activity of interns [2,4,7,8].

The method of "cases", or situational tasks, allows you to form flexible thinking, develop analytical skills and clinical experience, teaches optimal teamwork. Positive motivation to study increases, its high efficiency is provided, activity of interns is stimulated. The method allows you to consistently analyze, discuss, find solutions in specific cases, especially in the case of the development of an urgent condition in the patient. Using the method of "cases" develops the ability to analyze life and professional tasks. Working in a group to analyze the situation allows doctors to not only better master the material, but also to consider a variety of opportunities and approaches to solving a practical problem or problem [2]. The department has developed 63 case-situational tasks for various emergencies in infectology.

During the practical training, interns practice the algorithm of action in a state of emergency, as a result of which they gain some experience, learn to find different solutions. The latter allows the future specialist to avoid mistakes during work [5]. An important point of preparation for practical classes is the formation of independent work skills and stimulation of a creative approach to learning. Yes, interns with interest create valid tasks like exams, which are then discussed in the group. Productive discussion of test tasks, i.e. consideration of a certain clinical situation



from different angles with clarification of details and components, in which the picture of the process could completely or partially change, did not lose its positions. In order to assess the degree of effectiveness of the completed cycle and receive a credit, each intern must personally pass a theoretical credit according to the blitz survey or brainstorming method, after which he is allowed to take the test. The number of correct answers should exceed 85%, which creates a certain prospect of high-quality passing of the license integrated exam [6].

We believe that the continuous process of improving the knowledge and skills of an intern will be able to ensure the quality training of specialists in the future. It should be noted that in working with intern doctors, it is necessary to improve the continuity and interrelationship of full-time and part-time training cycles guided by the practical orientation of training.

### Conclusions

1. The use of new innovative technologies in the training of interns makes it possible to optimize the process of self-mastery of the material in accordance with modern requirements for the educational process at the postgraduate stage.

2. The use of innovative technologies in medical education activates not only cognitive activity, but also improves the quality of knowledge, provides a combination of acquired theoretical principles of medical science with practical medical activities.

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