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**THE USE OF INFORMATION TECHNOLOGY IN THE TRAINING
OF FUTURE DOCTORS**

One of the most important directions of state policy in the development of higher education in Ukraine is the constant improvement of the quality of education, as well as the modernization of its content and, of course, the forms of organizing the educational process, and today the introduction of educational innovations and information technologies. Despite the variety of teaching technologies, the teacher was and still is responsible for the main educational functions. The teacher-innovator is the bearer of specific innovations; moreover, he is the creator and modifier of them. An innovative teacher has a wide range of opportunities and a field of activity, precisely because in practice he is convinced of the effectiveness of technology. He can adjust teaching methods, as well as he conducts research and develops new methods and technologies. In connection with the epidemiological situation in the modern world, the twenty-first century is introducing modern technologies into the educational process, where the teacher masters the function of a mentor. Currently, special psychological and pedagogical training is required, since the teacher's professional activity includes special knowledge of the subject, as well as modern knowledge in the field of pedagogy and psychology, acmeology. One of the important methods of interactive technologies is the method of competitive groups. This is a method that allows you to develop creative thinking, as well as mutual learning and improvement, allows you to involve absolutely all students in the process, without exception. It allows you to discuss and argue your own opinion, and this method also develops respect for your colleagues and alternative ideas and suggestions. Using the method of competitive groups in interactive teaching of medical students, it can be implemented through discussion, debate, discussion, when creating a problem situation and solving it using role play. With the improvement of the material and technical base of the departments, namely the installation of LCD panels in clinical rooms, wireless Internet, this is all that today allows you to combine innovative teaching methods with the use of information technology. This is what improves the perception and understanding of the issues that are under consideration and this is what creates the most comfortable conditions for the classroom work of medical students and their teacher. The twenty-first century presents the teacher with a powerful tool for presenting information in

various forms, both text and graphics and animation and sound and digital video. An example of a clinical problematic situation, which today is acutely critical due to the high incidence of the population of Ukraine, using the method of competitive groups makes it possible to develop and improve in a complex and interdisciplinary manner. Object integration is something that is really so necessary for the education and development of the medical student as a specialist. And his understanding of the processes of development of pathology and effective complex treatment. The educational goals are to develop systematic integrated clinical thinking and professional clinical skills in flexible clinical problem solving, and the educational goals are to develop the ability to interact and cooperate, as well as the ability to work in a group. Ethical and deontological behavior, a sense of cooperation between experts in different fields of medicine, with the most important goal - to obtain the best treatment results and to share the overall responsibility for it. Practical exercises are conducted according to the method of competitive groups in an interdisciplinary context. Medical students are divided into several groups. Group: 1. therapeutic and 2. surgical. Each group develops its own plan for solving one clinical problem. The medical student in each group defends or complements the collective group opinion. This type of training can be carried out with or without the support of modern information technologies. The teacher helps to create groups. The teacher also provides a list of sources of professional, specialized literature, professional methods, questions and clinical problems of different levels of complexity, laboratory data, X-rays, ultrasound data, electrocardiograms, computer spirometry and presentations. During the main stage of the lesson, the teacher monitors the discussion, noting the adequacy of the solutions to clinical problems proposed by the competing groups and the assessment of the reaction of both groups to the speeches of their colleagues. The educator defines the student leader, the medical student who offers the most rational solution to the problem and ultimately increases the overall group outcome. At the final stage, the teacher evaluates the result of the work of each group and assesses each medical student in accordance with the developed evaluation criteria, on a five-point system. Intergroup discussion is the key to medical thinking. It is a search for truth, which is based on the active work of

all medical students. The result of the introduction of interdisciplinary discussion of the method of competitive groups: the ability to independently create their own approach to obtaining and analyzing information, the formation of holistic conclusions and the accumulation of experience; the formation of clinical thinking; the ability to defend your point of view. It also allows medical students to unite around solving a specific clinical problem, build constructive group relationships, and develop an understanding of the need for collaboration. Therefore, using innovative pedagogical methods, along with information technology, makes it possible to better educate medical students, which significantly increases their interest, develops deep clinical thinking and develops a sense of the need for collective cooperation and responsibility.