

curriculum assessment. Using an OSCE-based testing format is time-consuming and labor-intensive, but provides unprecedented feedback about students' understanding and pinpoints areas of confusion. The demands of an OSCE-based testing format reveal that students can master, to the level of competency, only a finite amount of information in a given time period. The timed, interactive aspects of the OSCE create high levels of student anxiety that must be addressed. Writing and scoring OSCE items are different from traditional test items. This review of the process of incorporating OSCEs into a curriculum is the foundation for future assessment of the OSCE and its use for curricular improvement [2].

There was overwhelming acceptance of the OSCE in with respect to the comprehensiveness, transparency, fairness and authenticity of the required tasks. However, students felt that it was a strong anxiety-producing experience. And concerns were expressed regarding the ambiguity of some questions and inadequacy of time for expected tasks [3].

The OSCE is a valuable mechanism to assess the students' progress toward competency. Student feedback was invaluable in influencing faculty teaching, curriculum direction and appreciation of student opinion. OSCE international experience is important component of implementation exam according to national standards and university rules.

References

1. Schwill, S., Fahrbach-Veeser, J., Moeltner, A. et al. Peers as OSCE assessors for junior medical students — a review of routine use: a mixed methods study. *BMC Med Educ* **20**, 17 (2020). <https://doi.org/10.1186/s12909-019-1898-y>
2. Zartman, R.R., McWhorter, A.G., Seale, N.S. and Boone, W.J. (2002), Using OSCE-Based Evaluation: Curricular Impact over Time. *Journal of Dental Education*, 66: 1323–1330.
3. Pierre, R.B., Wierenga, A., Barton, M. et al. Student evaluation of an OSCE in paediatrics at the University of the West Indies, Jamaica. *BMC Med Educ* **4**, 22 (2004). <https://doi.org/10.1186/1472-6920-4-22>

FEATURES OF DOCTOR TRAINING FOR DISTANCE FORM IN CONDITIONS OF QUARANTINE RESTRICTIONS

Godovanets O.S.

Bukovynian State Medical University, Chernivtsi

Physician training is lifelong. Taking into account the requirements for continuous professional development, each doctor must be trained annually and

gain new knowledge. On the one hand, it requires more money and free time, but on the other hand, regular improvement of their professional level allows them to compete with colleagues, including foreign ones. The desire of cadets to improve their knowledge sets educational institutions the task of optimizing the educational process, improving methods and applying new opportunities.

Given that most physicians graduated from higher education more than five years ago, there is a need to build a modular system that will update the theoretical knowledge of medical science to master the practical part of the specialty being studied. In particular, the study of the pathology of a particular disease includes a set of documents (electronic lectures) on anatomical and physiological features, which consists of the following modules: anatomy, physiology, morphology. The lecture on modern research methods includes modules with laboratory, instrumental and other types of diagnostics. The notes are presented with illustrative material: tables, figures, diagrams, diagnostic and treatment algorithms, photographs of micro- and macro -drugs, radiographs, computed tomography data, etc. All these visual aids allow you to better master the material.

In recent years, providers have faced a new task, namely to work under quarantine restrictions. New programs for distance learning, knowledge assessment and video demonstration of the lesson have started to appear. Distance learning requires significant skilled work to develop and produce programs that guarantee high quality training, and secondly, in our opinion, the most important thing is to ensure control of clinical experience. In distance learning, it is difficult to develop clinical skills without integrated learning. The effectiveness and necessity of this area in medicine requires further improvement and expansion of the range of uses. Of course, live communication cannot be completely replaced by remote communication, but its benefits cannot be denied.

Thus, we can conclude that the use of distance learning in postgraduate medical education allows to effectively solve the problems of today: lifelong learning, lifelong learning, learning «without borders» and online.

EDUCATION OF FOREIGN MEDICAL STUDENTS WITH INTERACTIVE TECHNOLOGIES — REALITIES OF TODAY

Hyrly Y.V.

Bukovynian State Medical University, Chernivtsi

At the present stage of formation of medical skills in students of foreign faculties with the use of interactive methods, as the main factor in optimizing the process of teaching medicine, always remains on the agenda. This is the key to the