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UPDATING SIMULATION TRAINING DURING THE PANDEMIC CORONAVIRUS INFECTION

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Today, the distance learning system has a wide range of platforms and tools to support the educational process in a pandemic. Due to the variety of types of communications, there is a gradual replacement of traditional forms of education with telecommunications, while maintaining effective interactive communication between teachers and students.Although medical education differed from other types of education and distance education was partially introduced, nevertheless, in conditions of total self-isolation, medical education continued to carry out the learning process, but with the help of IT resources. This required a quick reaction of employees, students and teachers to the new conditions that had been created, all internal intellectual resources were mobilized for remote communication.The Bukovina State Medical University provided full access to all library and electronic resources. Despite the existing conditions of the IT infrastructure of the university, the educational process of the simulation center faced certain barriers related to the fact that the development of practical skills is not possible with the help of theory. There was a need for careful planning of the educational process according to the schedule of practical classes.

The purpose of this work is to demonstrate the possibilities of the intellectual potential of the employees of the simulation center for the implementation of the educational process when teaching practical skills in distance learning.The study involved 15 trainers of practical skills and 120 students who provided feedback on satisfaction with the educational process in conditions of total self-isolation.Since the beginning of the quarantine, all employees of the simulation center have switched to remote work, but this did not affect the quality of the provision of

educational material to students. Using the Internet platforms ZOOM, Google Meet and other ways of web-connections, teachers interacted with students in a distance learning environment.Teachers noted the active participation of students in the learning process (87 %), increased responsibility (90 %), empathy for the current situation (97 %) and readiness to respond to any changes in the learning process (91 %). The university's MOODLE learning platform has over 15 videos to train practical and clinical skills. During the learning process, students received timely advice and feedback from their teachers.Basic medical manipulations with a detailed analysis of the algorithm of actions on mannequins or simulators were demonstrated by trainers of practical skills during the webinar. In addition to theoretical material and video lessons, students received assignments with a set of clinical cases to correct medical errors. Clinical scenarios contribute to the development of clinical thinking skills in students, they independently choose the tactics of managing and treating a patient, while the outcome of the patient's disease depends on the scenario options chosen by the student. During the summer session, all students successfully passed the objective structured clinical exam.

In the conditions of distance learning, the analysis of the intellectual potential of the employees of the simulation center showed new opportunities for mobilizing them for new ideas. In general, there was a complete updating of simulation training, new training videos were developed in case of a new wave of the pandemic. When students had insurmountable technical problems related to the inability to connect to the Internet or other problems, individual solutions were made.The experience of distance learning with the use of simulation technologies allows us to highlight the advantages and limitations of online learning. Limitations in the distance learning format for practical skills trainers were associated with external factors, such as low Internet speed, lack of direct contact between the teacher and the student, and local attachment to a laptop or computer, which makes distance learning dependent on technical means.As an advantage in the work of a teacher, the following can be distinguished: the availability of a teacher at any time, the flexibility of the schedule of contact hours, saving time, independent search for additional knowledge by the students themselves, the development of self-discipline, reproducibility of classes using video recording of the lesson.

Thus, the analysis of simulation training, the activities of teachers in the new conditions and the feedback received from all participants in the educational process allows us to draw the following conclusions: 1. For the effective life support of simulation training, it is necessary to combine a variety of forms of teaching and learning online and offline learning to master practical and clinical skills. 2. To increase the potential of trainers of practical skills of the simulation

center, it is necessary to conduct special trainings on the using of new web platforms and provide timely advisory assistance in organizing a training session. 3. The using of various platforms reduces the teaching load and eliminates the possibility of learning problems, and also allows you to provide feedback to students in a timely manner.

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