However, there is an apparent disconnect between stakeholder and student perceptions of preparedness, and while students may feel prepared, their supervisors and other stakeholders do not agree. Furthermore, despite feeling prepared, students still feel concerned and anxious about the transition to professional practice. The results also highlighted the difficulties in thoroughly preparing students for the complexities of becoming an independent practitioner and emphasises the importance of support and continued learning throughout the foundation years.

GAMIFICATION AS AN ADDITIONAL METHOD FOR STUDYING

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In today's world, gamification of learning is becoming increasingly popular to increase motivation and maintain students' attention to studying. Gamification is the use of gaming practices and mechanisms in a non-gaming context to engage end-users in problem-solving [1].

In the case of higher medical education, this can be interpreted as the use of game teaching techniques in the study of complex topics or material that is difficult for students to understand. In this context, we are talking about easing the understanding and reducing the stress that will be experienced by the student during the learning process [2].

For such game techniques in histology, you can use paper cards, which will depict various processes or the names of these processes, and the student's task will be to place them in the order of execution, such as histological manufacture of histological slides. Due to the increasing use of smartphones, tablets, and the Internet, this method is easy to transfer to the webspace while maintaining the structure of the above example of learning.

In this way, it is possible to create a resource or a local server on the network, which students will access from their own devices and observe questions and cards that can be moved — the student's task will be to place them in the correct order. Another option is to show a high-resolution histological slide choose incorrect or correct answers from the suggested ones — the student will identify an organ or tissue and be examined on theoretical knowledge of that organ or tissue. The results can be displayed immediately on the screen of the student's device with

encouraging messages or with explanations why it was necessary to choose one or another answer.

The teacher can collect data on a number of correct and incorrect answers, which in turn will affect the further conduct of the lesson — so it is proposed to add to the gamification and adaptive teaching because it will immediately show where students make the most mistakes and will immediately raise awareness of incorrect answers. Such a game teaching method should not be evaluated, because its purpose is to raise awareness and interest of the student in the subject and the specific topic of the lesson.

Therefore, the method of gamification in the educational process can lead to the deepening of students' knowledge, their interest in the subject, interactivity of the lesson, and receiving feedback from teachers.

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COMPARISON OF WORLD-WIDE-WEB BASED SIMULATOR OF MEDICAL CONSULTATION WITH THE LIVE, STANDARDIZED PATIENTS

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The aim of this study is to determine didactical cons and pros for «VIPs», a free-inquiry World Wide Web based interactive simulator of medical consultation, and its tutorial capacity to elicit similar clinical reasoning process as achieved by means of traditional live, standardized patient (StandPat) encounters.

Summary of conducted work witness the following: in order to validate the pedagogical approach in «VIPs» located online at www.swissvips.ch, clinical cases were formatted and presented both as live real life StandPat simulations and as «VIPs» World Wide Web based interactive computerized scenarios. Clinical reasoning patterns, actually defined as a set of more or less relevant information items generated during simulations, were compared between the two formats in the