

**МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я
БУКОВИНСЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ
УНІВЕРСИТЕТ**

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**МАТЕРІАЛИ
З НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ
З МІЖНАРОДНОЮ УЧАСТЮ
"МЕДИЧНА СИМУЛЯЦІЯ-
ПОГЛЯД У МАЙБУТНЄ"**



courses into the students' curriculum to enhance their knowledge and improve their resuscitation skills [4]. Proper training, aimed at the weakest areas of BLS/ALS algorithms, is mandatory for both undergraduate and postgraduate medical education, with different emphasis on knowledge and skills in the curriculum depending on the learners' experience.

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PROSPECTS OF SIMULATION-BASED LEARNING FOR FUTURE DENTISTS

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Simulation-based learning is a priority in higher medical education, utilizing virtual or real models to simulate realistic situations or processes for the purpose of

teaching and training. This approach holds immense potential and demonstrates numerous advantages for students, healthcare professionals, paramedics, and attracts attention in various fields. Overall, simulation-based learning is a crucial component of modernizing dental education, helping future dentists acquire the skills and confidence necessary for effective and safe practice [1].

In the training of dental students, this teaching method plays a crucial role, and its main advantages include:

- Practicing clinical skills: simulation models and trainers allow the creation of scenarios that closely resemble real clinical situations. This facilitates learning and improvement of practical skills such as tooth extraction, local anesthesia techniques, caries cavity preparation and filling, cleaning and polishing procedures, including handling emergency situations in dental practice;
- Utilizing cutting-edge technologies for education: incorporating technologies like laser therapy, digital impression techniques, virtual reality (VR), and augmented reality (AR) enables students to learn and practice in interactive 3D environments, enhancing the realism and effectiveness of learning;
- Reducing stress and increasing confidence: simulation practice helps reduce stress associated with transitioning to real clinical practice, boosting the confidence levels of future dentists in dealing with unpredictable situations;
- Continuous professional development: for practicing dentists, simulation-based learning supports ongoing education, updates, and skill enhancements, allowing them to master new treatment methods and implement innovations in clinical practice;
- Individualized learning programs: tailoring educational programs to the individual needs of students and practitioners allows them to focus on specific aspects of dentistry to improve their skills [2];
- Effectiveness: students can repeat scenarios and exercises as many times as needed for comprehensive mastery of the material, enhancing learning retention and improving skills;
- Accessibility: simulation trainers can be available for learning anytime and anywhere, providing convenience and flexibility in education;
- Cost-effectiveness: training through simulation may be less costly compared to using real equipment or other resources;
- Direct visual objective assessment: simulation provides a direct visual assessment of each student's proficiency in practical skills, along with a detailed analysis of errors made, facilitating their identification and correction;
- Safety: simulation environments allow training and practice without real risks to life and health. This is particularly important in medicine and other fields where mistakes can have serious consequences [3].

Simulation-based learning holds great promise for dental students and plays a crucial role in preparing future professionals in the field. The application of modern simulation technologies enables students to gain practical experience in a safe and controlled environment, enhancing their skills and confidence. It allows effective modeling of various clinical scenarios, refining instrument techniques, and making critical decisions in real-time. This is particularly crucial in dentistry, where precision and dexterity play a vital role in successful patient treatment.

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**THE ROLE OF SIMULATION TECHNOLOGIES IN CONSOLIDATING
PRACTICAL SKILLS BY STUDENTS OF THE 4TH COURSE WITH THE
SPECIALTY "MEDICAL PSYCHOLOGY"
IN THE TEACHING OF SURGERY**

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The future profession of a doctor requires a high level of training and is associated with high responsibility for the life and health of patients.

In the 4th year of the medical university, the subject is "surgery", in the process of training students in the specialty "medical psychology", there are certain peculiarities of training with psychologists. The duration of the subject "surgery" in the 4th course is limited to 40 hours. There is not much time, therefore, for the "theoretical" stage of training, the same number of hours is allocated for independent preparation for classes, and in practical classes, the main emphasis is placed on the discussion of clinical manifestations of surgical diseases and methods of their diagnosis.

Today, this problem can be solved by innovative pedagogical methods using simulation technologies, which are widely implemented at all stages of medical education. This made it possible to shift the emphasis on the quality of education, from the amount of simply learned information, to the readiness of a person to