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**FORMATION OF PRACTICAL TRAINING OF FUTURE DOCTORS****Honcharuk L./Гончарук Л.М.***PhD in Medical Sciences, Associate Professor/К.мед.н., доцент***Piddubna A./Піддубна А.А.***PhD in Medical Sciences, Associate Professor/К.мед.н., доцент***Tripadoush V. V./Трипадуш В.В.***4th year student of 5 group***Frunza T. D./Фрунза Т.Д.***4th year student of 5 group**Bukovinian State Medical University, Chernivtsi, Teatralnaya Square 2, 58002**Буковинський державний медичний університет, Чернівці, Театральна пл. 2, 58002*

**Abstract** *The training of a doctor in the system of higher professional education is an urgent issue of the modern world. The effectiveness of the process of teaching and educating students of a medical university is determined by many factors, among which the method of its implementation is very significant. The creation of a methodology for teaching and educating students of a medical university, the use of which provides high-quality training for a modern doctor, is one of the urgent problems of the system of higher professional education.*

**Key words:** *educational practice, industrial practice, professional competence, medical education.*

**Introduction.**

One of the priorities of the state is to improve health, increase the quality and life expectancy of citizens. Providing quality medical care is the key to solving this problem [1]. The training of specialists who are competitive in the labor market requires constant improvement in the quality and efficiency of the educational process and is today one of the main tasks of the higher professional school [2].

**The main text**

The need to improve the quality of training of doctors is becoming increasingly important in modern life. An important aspect of the professional training of future doctors is the development of practical skills [3, 4]. It is also important to form from the first years of training the ability to collect clinical information, analyze it, synthesize the information obtained in the form of new knowledge: syndromic and nosological diagnosis, prognosis, and building an individual treatment plan. The formation of this ability requires not only a sufficient amount of knowledge, but also a certain practical experience, which begins to be acquired in the process of supervising patients in the conditions of an academic institution within the framework of industrial practice and continues in the course of all subsequent professional activities. The quality of training of young specialists in educational institutions of higher professional education is directly dependent on the depth of knowledge acquired by students during the theoretical course of study, the development and consolidation of practical skills, the knowledge gained in the process of industrial training and industrial practice [5]. Therefore, we can say that the ultimate success in achieving the goals is achieved in the case of the implementation of all links in the chain of the well-known pedagogical triad "knowledge - skill - skill" [6]. Practice serves as a serious motivation for the formation of sustainable skills for using the



acquired knowledge in real production situations. The principle works: it is better to assimilate what is included in the activity and aimed at using it in future work [7]. The process of mastering practical skills is complex, multifaceted, there is a gradual accumulation of knowledge at all stages of education. An important form in the preparation and development of a future doctor is educational and industrial practice, designed to provide the formation of practical skills for future specialists, to consolidate the theoretical knowledge gained at the university. At the training session, the basics of practical activity are carried out with empirical and model objects. Empirical objects in a medical school are patients, ECG, radiographs, morphological preparations, laboratory data, devices, animals, enterprises, objects, etc. Model objects can be tasks, tasks, simulators, models, phantoms, schemes, and algorithms. The most rational way is to formalize the results of curation in the form of a medical history, medical record, laboratory work by drawing up a protocol with an analysis of a specific situation, etc. The key point for mastering practical skills by fourth-year students at the Department of Internal Medicine and Infectious Diseases is work at the patient's bedside, which occupies a significant part of the educational and pedagogical process. Very often, students, having a teacher behind them, boldly carry out differential diagnostics, determine the pathological process, conditionally treat the patient, but all this happens so successfully because they feel the support of a senior qualified adviser-teacher. Active cognitive activity during clinical analysis is stimulated by a life problem situation - the presence of a patient who needs an urgent solution to the problem of diagnosing his disease and effective treatment. Collective work during clinical examinations of patients contributes to the formation of the necessary moral and ethical qualities and deontological norms of behavior for future doctors. The teacher must capture the student's attention with the subject, predispose him to independent work, interest the results of his work and instill the skills of its scientific analysis, which is the indisputable role of practitioners and researchers - heads of departments and heads of clinics. Based on information about a particular patient, we bring the student to an in-depth discussion of the issues of etiology, pathogenesis, morphology, differential diagnosis, treatment and prevention of a particular disease. The subject of discussion during the analysis should not be far-fetched or imposed, it should be determined by the course of discussion of a particular patient, which confirms the inextricable link between theoretical issues and clinical practice, which is represented by practitioners who teach the discipline, since the same range of issues, associations, logical constructions should arise at the doctor in his daily work. The purpose of the internship is to test and consolidate the knowledge gained by students in the study of the main clinical and theoretical disciplines, mastering practical skills, familiarizing with the organization of medical practice, the basics of organizing healthcare, maintaining medical records, anti-epidemic activities, working conditions for doctors. In the system of professional training of medical students, work practice performs the following main functions: - teaching - aimed at acquiring and deepening solid theoretical knowledge, developing skills and abilities to professionally solve medical problems. - developing - focused on the development of cognitive activity, creative thinking, self-development, development of communicative and psychological abilities of the doctor's



personality; - diagnostic - contributing to an objective assessment of the level of practical training of the student; - educational - forming the social activity of the individual, respect for the chosen profession of a doctor and patients, a deep understanding of his role and responsibility for the health and life of people. The application of theoretical knowledge in practice, communication with patients and the possibility of performing medical actions contribute to the formation of students' sense of belonging to the professional medical community, which increases their motivation for learning and the desire to take theoretical knowledge seriously. During the period of educational and industrial practice, a necessary condition for the formation of professional skills of clinical thinking of a doctor is the receipt by students of clinical experience in medical activity. This process takes place in three main directions: - a substantial and technological change in the entire system of educational and production activities, its functions and hierarchical structure. In the course of developing the appropriate practical skills, the personality moves along the steps of the emerging professional skills, a specific system of ways to perform activities develops, and its personal style is formed; - a change in the personality of the subject, manifested both in appearance (motor skills, speech, emotionality, forms of communication), and in the formation of elements of a specific consciousness (attention, memory, perception, thinking, emotional and volitional qualities), which in a broad sense can be considered as formation of a professional worldview of a doctor; - change in the relevant components of the subject's attitude (the doctor) in relation to the object of activity (the patient). What is manifested in various areas: cognitive - in the level of information content about the object, the degree of awareness of its significance; emotional - in interest in the object, in the propensity to interact with it and satisfaction from this; practical - in the awareness of their real possibilities of influencing the object based on theoretical knowledge and acquired experience in medical practice [8, 9].

### **Conclusion and findings**

Proper organization of practice is one of the most important ways to prepare a student for professional activity in the conditions of constantly and rapidly changing realities of our life, contributes to the deepening and expansion of theoretical knowledge, the formation of teachings to use regulatory, legal, reference documentation. There is a formation and development of independent activity of students, creative initiative, responsibility and organization. The application of knowledge in practice, contact with patients and the possibility of performing manipulations form students' sense of belonging to the professional community, which increases their interest in studying theoretical material. The interest of students in practical work should be used in the organization of training at the departments in the preparation of specialists in the specialty "General Medicine".

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***Анотація.** Підготовка лікаря у системі вищої професійної освіти – актуальне питання сучасного світу. Ефективність процесу навчання та виховання студентів медичного вузу визначається безліччю факторів, серед яких дуже вагомою є методика його реалізації. Створення методики навчання та виховання студентів медичного вишу, застосування якої забезпечує якісну підготовку сучасного лікаря, є однією з актуальних проблем системи вищої професійної освіти.*

***Ключові слова:** навчальна практика, виробнича практика, професійна компетентність, медична освіта.*



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