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THE APPLICATION OF THE LATEST TECHNOLOGIES IN THE ORGANIZATION OF THE EDUCATIONAL PROCESS AT THE DEPARTMENT OF CLINICAL ANATOMY AND OPERATIVE SURGERY IN MODERN CONDITIONS

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The main tasks in the study of clinical anatomy and operative surgery are to improve the knowledge and practical skills of the student, the formation of professional skills, and clinical thinking. Teachers of the Department of Clinical Anatomy and Operative Surgery of Poltava State Medical University use various new forms of education in practical classes.

The use of the latest technologies helps the teacher not only to convey the topic of the lesson and assess the student's knowledge but also to determine the level of his professional training. The department actively uses the method of cases and business games, when the teacher simulates the clinical situation, and the student must decide on the diagnosis, the sequence of surgical treatment and the rational choice of surgical intervention. In the process of such practice, future physicians face problems that require large cognitive resources, as they sometimes have to solve non-standard clinical problems.

Today, distance education has become a challenge for all participants in the learning process. Of course, distance education at the department differs from the usual lesson: the teacher prepares and sends assignments to students for processing, using the platforms Zoom, Google Classroom, and applications Viber, Telegram. Students process the material, answer questions and send the completed work via e-mail or the above-mentioned applications. The Department of Clinical Anatomy and Operative Surgery is actively using the Zoom service because it is simple and easy to use. This program supports high-quality video and audio broadcasting. During the broadcast, the teacher and students can demonstrate a screen with the completion or explanation of tasks.

The teacher can record a video conference in advance or turn on the recording during the online broadcast, and then send the lesson to those who were absent.

Modern information technologies offer ample opportunities for solving didactic tasks. Their active use shows that the methodological and pedagogical goals of the use of modern technologies in education coincide with the tasks of forming clinical thinking. At the Department of Clinical Anatomy and Operative Surgery of Poltava State Medical University, teachers and students have the opportunity to actively use immersive technologies, namely virtual (VR) reality. The use of immersive technologies promotes better assimilation of the passed material, prepares future doctors for real clinical situations that may occur during real operations and manipulations with patients, and with the help of virtual reality glasses our brain perceives visible images as real. In the class, students study the structure of each human organ in 3D projection in real-time, its properties, observe the work of systems as a whole, have the opportunity to see each structure separately on the corpse, and manipulate it with special controllers. With the help of VR technologies, future surgeons have the opportunity to practice on very realistic virtual models and perform surgical manipulations in real-time.

The use of VR technologies at the Department of Clinical Anatomy and Operative Surgery personalizes the educational process to increase the effectiveness of education of future doctors.

Conclusions. Optimization of the educational process at the Department of Clinical Anatomy and Operative Surgery in higher medical institutions is complete only with the use of the latest information technologies, the use of which promotes the implementation of future physicians.