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ASPECTS OF DEVELOPING PROFESSIONAL COMPETENCE IN MEDICAL STUDENTS DUE TO MODERNIZATION OF MEDICAL SCIENCE

Abstract. *The development of higher medical education involves training of future medical practitioners as qualified and competent specialists, competitive on the labour market. Modern science provides person's capability to perform certain activities manifested through their knowledge, ways of thinking, comprehension, implementation of particular actions within specific field. In the process of training at higher medical institution, future medical specialists develop their professional competence, intellectual and personal values, in order to be able to further advance and improve them in the process of professional activity at work.*
Key words: *medical education, teaching and learning process, practical skills, medical students.*

Modernization of our national higher education system is a purposeful movement towards modern mechanism of educational activities. In order to increase opportunities of students' mobility, to achieve interoperability of training programs and qualifications, to provide training for students on an individual part of the educational and professional programs, to improve the quality of training and competitiveness of the graduates, to enable an access to labor markets, to enhance the prestige of higher education in Ukraine, we suggested the idea of organizing the educational process. The integrity of the educational process, providing professional training, based on the unity of theoretical and practical classes, continuity in the formation of knowledge and skills in the classroom and self-study and a system of knowledge assessment. The modernization of the educational process includes a significant increase in self-learning time, individualized training that needs proper scientific and medical support of the educational process and the corresponding material base. Continuous improvement of teaching methods should be accompanied by a comprehensive assessment of the quality of organization and conduction of classes.

Microbiology as an academic discipline provides guidelines for the development of skills to apply knowledge of the subject in future careers and fundamentals of diagnosis, treatment and prevention of major infectious diseases. Students' workload is expressed in credits that are recorded as a result of the successful mastering the module. The curriculum provides some lectures, highlighting the main themes on Microbiology and solving problems, summarizing and structuring the theoretical material [4].

Practical classes are aimed at consolidation and deepening the knowledge that students received in the theoretical teaching, imparting the necessary practical skills in the discipline. Methods of educational practice are the explanation, demonstration, modeling a production situation, work in small groups, role-playing, self practical skills and abilities according to the sequence of actions, discussing mistakes. Practical exercises include individual work of students in the classroom, practical skills in cultivation and identification of microorganisms, choosing the right method of diagnosis and prevention as well as basic principles of treatment of infectious diseases. Each practice session provides high organizational work, which means a diligent preparation for the class by both the teacher and their students, selection of forms and methods, as well as a rational distribution of time for practical sessions. An important psychological aspect of classes: an atmosphere

of goodwill, interest and emotion should prevail at a class. Arousing students' interest for their practical work is one of the possibilities to improve the theoretical knowledge and practical skills in general, and optimal visualization of educational material contributes to a better understanding and mastering. By training medical students it is important not only to understand and learn information, but also to master the ways of its practical application and decision-making [2].

Taking into consideration the fact that the amount of information that students need to learn is quite impressive, most of the students learn the material on their own. In this regard, unsupervised work of the students becomes a leading part of the learning process, which must have its notional characteristics, should be controlled, checked and evaluated. Independent work of students consists of their praparation for practical knowledge, consideration of topics not included in practical classes, training in review of scientific literature etc. In the classroom and in the process of unsupervised work the students master some practical skills. Therefore such training has many positive aspects, encourages students to learn systematically, contributes to the intensification of the educational process, provides a complete learning of the program material on subjects, of relevant practical skills, additional scientific information and promotes self-education.

The final stage of self-training is self-assessment. Students are offered a list of issues that need to be answered. Considering the psychological characteristics of students, in addition to self-assessment we also carry out real evaluation of mastering self-training material, by including tests on the subject to determine the initial and final level of knowledge at practical classes and a final module control [1].

Repeated reviews ensure the emergence and consolidation of conditioned reflex connections that are the physiological basis of skills. This phase requires the teacher to use an individual approach: every student is given the possibility to repeat an action as many times as they actually need in order to reach the stage of automated performance. While mastering practical skills they discuss physician's participation in the implementation of laboratory diagnostics, performing serological tests that promotes professional thinking and allows medical students to avoid the idea of doctor's activity as the mechanical performance of tasks, consolidating their knowledge and skills, uniting them in a clear system [3].

Conclusions. Thus, the students' learned skills give them the opportunity to prove themselves in training, to find their place in scientific research work, careers, profession-oriented projects. The obtained skills are important in improving the quality of learning. Promoting independent thinking and maximum mental performance of students in all stages of a class provides a detailed analysis of the information received and stimulates the creative development of personality.

Prospects for further research. The main tasks set by the teachers of our department today are improving existing materials, multimedia presentations, development and implementation of e-learning in teaching aids, reference books that will be available to medical students.

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