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FORMATION OF PROFESSIONAL COMPETENCE IN THE PROCESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT OF DOCTORS

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The professional formation of a doctor's personality is a long-term process aimed at the development of professionalism, involves the formation of professionally important competencies, individual properties and ways of performing professional duties in the process of professional self-realization in the conditions of professional education and activity.

Master program "Medicine" of the Bogomolets National Medical University comprises 360 credits, with 90 credits (25%) allocated to elective courses and compulsory courses of 270 credits (75%) in the European Credit Transfer and Accumulation System (ECTS). Among these, 28.52% focuses on developing general competencies, and 71.48% is dedicated to specific (professional) competencies. The program places the highest emphasis on professional training, with 194 ECTS credits designated for this purpose. The study of essential professional competencies occurs in a structured and logical sequence during clinical disciplines. Fundamental medical skills are learned in propaedeutic disciplines of therapeutic, surgical, and pediatric specializations. Further learning and mastery of all required professional competencies continue throughout most of the courses in the professional education. Training in emergency medicine is provided not only during most clinical disciplines but also as two mandatory educational components: "Anesthesiology and Intensive Care" and "Emergency Medical Assistance." The "Medicine" master program also includes an educational component that allows students to acquire clinical competencies for alleviating suffering and improving the quality of life in incurable patients. This component, "Palliative and Hospice Medicine," involves clinical training in palliative and hospice care. Significant attention is given to disease prevention and the impact of health issues on patients and their families through subjects such as "Hygiene and Ecology," "Social Medicine," "Public Health," "Hygienic Disease Prevention," and "Healthcare Organization." The program includes 30 credits for clinical training, encompassing key medical fields like internal medicine, surgery, pediatrics, obstetrics, gynecology, and palliative and hospice care. These clinical trainings take place in relevant hospital departments and medical centers and incorporate modern simulation teaching methods. The "Medicine" master program also contains an obligatory component, "Training of Reserve Officers," within the field of knowledge 22 "Healthcare" with specialization 222 "Medicine." This component covers military hygiene, the organization of medical support for the population and the military, pre-medical aid in extreme situations, military field surgery and therapy, and military epidemiology. Individual educational trajectories for students are supported through several procedures, including informing them about the list of elective courses, independent selection of elective courses from the available options in the curriculum and the university-wide list of elective courses, creating an individual starting plan for each student, granting academic leave, and facilitating academic mobility.

To achieve the learning outcomes, the following teaching methods are used in the "Medicine" Master curriculum: lectures, practical sessions, seminars, consultations, self-study, clinical training (practice classes), and student research. The development of competencies is supported through the implementation of various teaching methods, including organization, implementation, stimulation, motivation, and control of the effectiveness of educational and cognitive activities. This utilizes binary, integrated, individual-oriented, training, and information and communication technologies. Clinical training includes both practice sessions and educational internships. Clinical disciplines are studied at clinical departments, where students acquire professional competencies using modern simulation teaching methods and real-life situations with patients. The "Medical Simulation Training Center of the Bogomolets National Medical University" provides students with the opportunity to

practice their clinical competencies and prepare for Objective Structured Clinical Examinations (OS-CEs), which are an essential component of student certification. During practice and laboratory classes, students revise their knowledge, acquire skills, and practice using them in professional situations. They also learn to make independent decisions to solve professional tasks.

In the University, the main document that regulates the system of continuous professional development for academic staff is the "Regulations on Professional Development and Fellowship for Academic Staff at the Bogomolets National Medical University" approved by the University's Academic Council. The Regulation provides that the purpose of professional development and fellowship within the framework of continuous professional development is to improve the professional training of academic staff by expanding their professional knowledge and skills, as well as gaining experience in performing additional tasks and acquiring additional responsibilities. The professional development of academic staff is regarded during the competition for the positions or when concluding employment contracts.

The main objectives of professional development and fellowship for academic staff are to improve previously acquired and/or acquire new competencies within the scope of their professional duties or field of knowledge, taking into account the requirements of the relevant professional standard. It also aims to gain experience in performing additional tasks and responsibilities within their specialty and/or profession and the position they hold. Furthermore, it focuses on developing and enhancing various competencies, such as digital, managerial, communication, media, inclusive, and linguistic competencies, among others.

Academic staff have the opportunity to enhance their qualifications both directly at the University and in other institutions, based on agreements. They can pursue professional development both within Ukraine and abroad. In the case of professional development and fellowship with release from their regular work (main place of employment), the staff are entitled to guarantees and compensation as provided by the legislation of Ukraine. The professional development of University staff is carried out through various methods (education programs, fellowships, participation in certification programs, training sessions, seminars, practical workshops, conference seminars, training seminars, webinars, masterclasses, etc.) and in different formats (institutional, dual, on-the-job, etc.). The type of professional development is chosen by the staff members themselves, taking into account their own professional background and the needs of the department.

Therefore, determining the conditions for the formation and development of professional competences of doctors is an urgent task for undergraduate and postgraduate medical education, which will ensure the possibility of formation of professional competences and the transition to continuous lifelong learning and ensure its effectiveness.

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