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The main task of the higher school is to improve the quality of specialist training. It is the training of doctors that necessarily includes both the formation of a system of professional theoretical knowledge and the acquisition of practical skills and abilities to solve any professional, and sometimes complex, non-standard tasks. It is possible to improve the quality of education through the effective organization and informatization of the educational process, the introduction of advanced scientific developments into teaching practice, ensuring the high professionalism of teachers, and the creation of a modern educational and methodological base in all educational fields, including medical [1]. Unfortunately, today brings significant changes to the educational process, and therefore stimulates to work in a different way, especially in conditions of limited personal communication. There is no live communication with patients, students among themselves and medical workers in the hospital, socialization and healthy competition in the group decreases [2]. The third year of war and the pandemic have highlighted the importance of understanding the balance between education, clinical safety and patient well-being. Following the recommendations of the Ministry of Health and the Ministry of Education and Science of Ukraine, medical universities withdrew students from clinical rotation and switched to virtual



training formats. Nevertheless, education is critical to the mission of academic medical centers and imperative to the future of our health care system [3].

Ukraine is going through a difficult period of military conflict, which significantly affected various aspects of social life, including the system of higher education and medical training [4]. In the conditions of restrictions caused by the martial law on the territory of our country, the Zaporizhzhia State Medical and Pharmaceutical University (ZSMPU) introduced the latest information technologies into the educational process in the training of medical students, which are one of the most promising directions for improving the quality of higher medical education and provide an opportunity to adapt it to the needs of today. The powerful material base of ZSMPU fully enables the implementation of the boldest modern educational projects: all departments of the university and structural subdivisions are provided with the necessary and unique devices, equipment, as well as computer programs [5]. The university has created all the conditions for the continuous operation of the information and telecommunications network of Internet traffic. The teaching of the material was always accompanied by the demonstration of visual material, presentations, documents in the format of Word, edX, Moodle, Ratos, MS Office 365, photos of micro- and macropreparations, and the playback of educational videos. Evaluation of each student at the end of the lesson was carried out using an oral survey, as well as using the assignment of clinical tasks and tests in the «Tasks» application (MS Teams). ZSMPU has accumulated a unique experience of transforming the educational process into a mixed learning format, the distance component of which is deployed in a cloud-based educational environment [6].

Given the peculiarities of the end of the 2023-2024 academic year, according to the order of the rector, the procedure for preparing and conducting the certification of graduates is determined. Thus, the certification of graduates



included the following components: the Unified State Qualification Examination (USQE), stage 2 integrated test exam KROC 2 and objective structured practical (clinical) exam (OSP(C)E) in synchronous online mode with full visualization based on MS Teams platform. Examiners and moderators of the respective departments are appointed to conduct (OSP(C)E) among students of higher education in the specialty 222 «Medicine», 228 «Pediatrics».

At the department of obstetrics and gynecology, the final exam is conducted in an online format using various remote control methods and tools. The university has chosen a combined type of assessment (testing and oral exam) with appropriate distribution of points. After the end of the autumn twelfth semester of the 2023-2024 academic year, the SNP «Testing Center» conducted the Unified State Qualification Exam, Stage 2 for the specialty «Medicine» in face-to-face mode for 305 graduates, and 23 who were outside the country.

The interdepartmental training center of the university in conditions of mixed education is an integral part of the educational process in the training of future doctors. ZSMPU provides an opportunity for highly qualified training of future specialists, which contributes to the formation of clinical thinking among graduates, allows to develop practical skills and minimize the number of medical errors in further professional activity [7]. Simulation training has become an integral part of the medical education system of ZSMPU. For the fourth year in a row, the video content of Body Interact clinical cases has been used in the educational process for students, which has combined fundamental aspects from various clinical areas, including obstetrics. In modern medical education, this is a new informational and educational direction that allows to improve and improve the quality of providing medical services to the population [8, 9, 10, 11].

Body Interact virtual patient simulator, complete with a variety of scenarios from internal medicine, pediatrics, surgery, obstetrics and emergencies. The



technology allows you to communicate with a virtual patient, conduct a physical examination, perform the necessary laboratory and instrumental tests, establish a diagnosis and prescribe treatment, choose the dosage of the drug taking into account the body weight, height and weight of the patient. At the same time, the clinical condition of the virtual patient changes depending on the care provided [12].

The latest technologies allow students to reach the maximum degree of realism when simulating emergency scenarios in obstetrics, to practice and improve the technique of practical skills in cardiopulmonary resuscitation, patient care, and a wide range of medical manipulations, the performance of which is associated with a high risk of complications. The virtual patient allows you to acquire and improve the skills of anamnesis collection, clinical examination, interpretation of laboratory and instrumental methods of research, diagnosis and differential diagnosis, treatment of both the main disease and complications, by prescribing drugs, choosing the dosage taking into account the patient's body weight, height and weight. At the same time, the condition of the virtual patient, as in real life, changes dynamically depending on the correctness of the assistance. Therefore, students have a unique opportunity to understand the correctness of their actions, analyze the mistakes made, and draw conclusions for the future. The use of Body Interact has great potential for improving the quality and efficiency of higher medical education. The main advantage is the approximation of the learning process to real practical activities, real clinical situations. Such a system makes it possible not only to improve the quality of practical training, but also gives the teacher the opportunity to receive feedback on the mastery of a particular educational material by a student, an intern doctor, as well as a cadet [8, 11].

The structure of Body Interact clinical cases consists of a combination of the following components: statement of a clinical task, additional information,



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examination plan, data of additional methods of research of a specific patient with visualization, dialogue simulators for practicing communication skills, differential diagnosis, clinical diagnosis, treatment plan. Thus, when working with obstetric and gynecological scenarios of a virtual patient, a student/doctor-intern/cadet is given the opportunity to learn clinical cases in detail [11]. To date, the Department of Obstetrics and Gynecology at ZSMPU uses more than 10 scenarios, in particular: a visit to a women's consultation in the first trimester; a pregnant patient with low blood pressure; the threat of premature birth; a pregnant woman with a high temperature; preeclampsia in a woman who is pregnant for the first time; convulsions during eclampsia; severe form of infection; cardiac arrest; pulmonary thromboembolic disease; intrauterine infection.

OSP(C)E was held on the MS Teams platform in groups of domestic and foreign students of the sixth year of graduation. Online communication was conducted using the MS Teams platform for tickets, which included 2 clinical tasks (cases) in obstetrics and gynecology with three questions. The purpose of oral communication is to test the ability to think logically and clinically, to use acquired theoretical knowledge in practice. As is well known, a discussion is a fairly effective form of testing the knowledge and skills of the applicants in a seminar session. Participation in it allows the student to demonstrate the ability to think, to provide logical arguments to support his point of view. The chosen format of the exam, the schedule, the database of tests and cases, the distribution of points, the evaluation criteria were brought to the students in advance, so that they had time to prepare and plan access to the necessary equipment. On the eve of the exam, the teachers of the department of obstetrics and gynecology held online consultations with a mandatory video recording of the meeting, where information was provided about the format of the exam, evaluation criteria and ways to solve clinical situations (cases).



The usual online mode of communication, the participation of the teacher and the moderator in taking the exam made it possible to increase the objectivity of the assessment, create a friendly atmosphere, and also contribute to reducing the tension of students. The experience of conducting in the objective structured practical (clinical) exam format shows that the use of the case method as an educational technology is an effective means not only of organizing the educational process in the conditions of mixed learning and passing the exam, but also allows students of higher education to understand the real professional situation, contributes to the actualization of a certain complex of knowledge in its solution.

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