

молодого покоління, та й людей в цілому.

Список використаних джерел

1. Інструктивно-методичні рекомендації щодо організації освітнього процесу та викладання навчальних предметів у закладах загальної середньої освіти у 2022/2023 навчальному році. Додаток 1. Психологічні аспекти організації освітнього процесу в умовах воєнного/післявоєнного стану. URL: <https://cutt.ly/sBqthXJ>
2. Опара Н.М. Здоров'язберігаючі технології: шляхи до гармонійного розвитку особистості. URL: <https://cutt.ly/cVqrB0T>
3. Про затвердження Державного стандарту базової і повної загальної середньої освіти» від 23 листопада 2011 р. № 1392. URL: <http://zakon2.rada.gov.ua/laws/show/1392-2011-%D0%BF>

ORGANIZATION OF THE EDUCATIONAL PROCESS USING INFORMATION TECHNOLOGIES IN STUDYING THE DISCIPLINE "HUMAN ANATOMY"

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Abstract: The main tasks in studying human anatomy are improving the knowledge and practical skills of higher education students, forming professional skills, and logical clinical thinking. In practical classes, teachers of the Department of Anatomy with Clinical Anatomy and Operative Surgery of the Poltava State Medical University use various new forms of education.

Keywords: anatomy, organization of education, latest technologies

The main tasks in studying human anatomy are optimization, improving students' knowledge and practical skills, and forming logical clinical thinking and professional skills. During practical classes, the Department of Anatomy with Clinical Anatomy and Operative Surgery teachers use the latest teaching methods.

The introduction of the latest technologies into the educational process helps the teacher explain the topic of the lesson and evaluate the student's knowledge, and determine the level of his professional training. The department widely uses the case and business game methods when the teacher simulates a clinical situation and the student has to make a diagnosis. When solving such practical tasks, future doctors come face to face with problems that require logical, sequential actions and require great cognitive resources when having to solve standard and non-standard clinical issues. Analysis of such clinical tasks helps to form clinical thinking in students.

The latest information technologies present wide opportunities

for an exciting and informative lesson. At the Department of Anatomy with Clinical Anatomy and Operative Surgery of the Poltava State Medical University, teachers and students can actively use virtual reality (VR) technologies in classes. The use of these technologies helps to learn the subject of the lesson better, to see parts of the human body in space in 3D projection using virtual reality glasses, to observe the work of organs and organ systems as a whole, to see each anatomical structure separately on the corpse and to manipulate it with the help of special controllers.

The use of immersive technologies provides an exciting study of anatomy. In the learning process, these technologies motivate students to study and increase active work in class. VR technologies in the Department of Anatomy with Clinical Anatomy and Operative Surgery personalize the educational process to increase the effectiveness of the education of future doctors.

The educational process's organization also includes using anatomical atlases in classes, where the student can see the location of each anatomical formation. For an interesting summary of the lesson and at the same time to check the topic learned by the students, we introduce the Kahoot gaming educational platform into practice. On the screen in the form of a quiz, questions and several answer options are displayed, and each student on his gadget gives the answer he considers correct, and at the end of the test, the teacher shows the success of the group. The game is very interesting for students and motivates them to study.

Currently, there are a large number of information and communication technologies that provide a full-fledged and diverse educational process for teachers and students.

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