OPPORTUNITIES OF FUTURE DOCTORS TO USE ELECTRONIC METHODOLOGICAL SUPPORT IN THE TEACHING OF THE SUBJECT "INFORMATION TECHNOLOGY IN MEDICINE"

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Annotation: *This article analyzes the possibilities of using electronic methodological support in teaching the subject "Information Technology in Medicine" in the process of training future physicians from a scientific and pedagogical perspective. The study examines the didactic potential of electronic educational resources, interactive platforms, multimedia tools, and distance learning technologies within the modern digital educational environment. It also substantiates the role of electronic methodological support in developing the information and communication competencies of future physicians, enhancing students' independent learning activities, and improving the effectiveness of the educational process. During the research, methods such as pedagogical analysis, observation, comparison, and generalization were employed.*

Keywords : *Information technology in medicine, electronic methodological support, digital education, future physicians, information and communication competence, electronic learning resources, interactive learning, distance education, multimedia technologies, learning effectiveness.*

The need to improve the digitization process in medical education on the basis of a competency approach is such that improving the digitization process in medical education on the basis of a competency approach is necessary to develop the knowledge, skills and professional skills of modern doctors in accordance with the real environment. Because today's medicine is closely connected with innovative technologies, medical information systems,

artificial intelligence and remote services, doctors should have competencies in the effective use of these capabilities.

A competency approach is an educational system that focuses doctors on solving real problems in professional activities, making independent decisions and effectively using innovative technologies. In contrast to traditional education, the competency approach is not limited to knowledge-giving, but rather to the development of practical solving skills for medical problems. The digitization of medical education, on the other hand, plays an important role in the development of these competencies, as digital technologies: providing simulation and virtual reality tools close to the real environment. It allows processing and analysis of data through medical information systems.

Through distance education, it makes the educational process flexibile (flexible). It promotes the automation of the process of professional decision-making using artificial intelligence and data analysis.

he need to improve the digitization process on the basis of a competency approach is again that the field of Medicine is constantly developing, requiring modern doctors to continuously improve their knowledge and skills. Therefore, the development of the digitization process on the basis of a competency approach is necessary for the following reasons:

1. Enriching practical training through innovative technologies. Through the use of simulation and virtual reality (VR/AR) technologies, students are able to learn skills such as surgery, emergency medicine, heart massage, laparoscopic operations in a safe and realistic setting. With the help of interactive laboratories, students can conduct independent training in the use of various medical tools, examination and diagnosis of patients.

2. Development of clinical decision-making competencies. Through the use of electronic medical records and databases, students acquire the skills to analyze and perfectly diagnose the medical histories of real patients. With

the help of artificial intelligence (AI), the decision-making process of doctors is accelerated by automatic analysis of X-rays, MRI and laboratory results. By modeling and analyzing clinical cases, students form an independent thinking skill in problem solving.

3. Expansion of distance learning and telemedicine facilities. With online courses, webinars, electronic libraries, students can update their knowledge at any time. Through telemedicine technologies, students will be able to gain real-world experience in remote diagnosis and counseling of patients.Artificial intelligence-based counseling systems help physicians to make accurate diagnoses and increase their competencies.

4. To create a personalized and flexible learning system. Through the LMS (Learning Management System) platforms, it is possible to create an individual educational trajectory for each student. To make the educational process more interesting for students using gamification and interactive teaching technologies (e.g. tests, quests, simulations). Through Adaptive Learning (adaptive learning) systems to provide individual recommendations based on each student's level of mastery.

As a result of digitization of medical education, students receive the following competencies: Competency to be able to effectively apply digital technologies. Students learn to work with electronic medical documents.

Artificial intelligence-based analysis learning and medical data management skills develop. There will be an opportunity to develop remote diagnostics and counseling opportunities.

Formation of clinical problem solving skills. With realistic case simulations, students are trained to solve problems. They will have the skills to make clinical decisions quickly and accurately.

Innovative approach and independent teaching competence. Doctors will be adapted to work with new technologies. They acquire the skill of

constantly updating their knowledge. The ability to approach medical problems creatively and apply Innovations develops.

The process of digitization of medical education is obliged to be improved in accordance with the requirements of modern medicine on the basis of a competency approach for the development of professional competencies of doctors.

Opportunities such as hands-on training, simulation and virtual reality, electronic medical documentation, telemedicine and work with artificial intelligence accelerate the process of doctors adapting to the real environment. As a result of digitization, distance education develops, the quality of education increases, and the process of training is personalized, which leads to a high level of professional qualifications of doctors. Therefore, the development of medical education on the basis of digitization and a competency approach is the main condition for improving the quality of modern medical services.

In conclusion, electronic educational and methodological support does not lose its relevance in organizing the teaching process with other forms of teaching, including innovative pedagogical technologies and distance learning technologies, but requires even greater attention in ensuring educational prospects. Until this time, in traditional education, students were taught to acquire only ready-made knowledge. Such a method would quench independent thinking, creative search, initiative in students. Doctors-educators have been working on the medical education system over the years, “Why do we teach? What do we teach? How do we teach? in addition to the search for answers to the questions “how to teach effectively and efficiently?"They were looking for answers to the question," This has led scholars and practitioners to believe that the process of learning can be attempted to technologize, a technological process that gives a clearly guaranteed result regarding the production of teaching.

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