

*Materials of Conferences***THE LATEST TECHNOLOGY AND METHODS OF HIGHER MEDICAL EDUCATION – PRIORITY OF MEDICINE IN UKRAINE**

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The latest technology of teaching students become the paramount strategic importance of development of medical science in Ukraine at the present stage. Implementation of the Bologna Process in Ukraine since 2005, focused on the creation of a European Higher Education (The European Higher Education Area, EHEA) to obtain the international European model diplomas.

Sequential phased system of obtaining a student of theoretical knowledge and practical skills in all higher levels (Bachelor → Specialist → Master) is evaluated and calculated on the basis of the European System of Credit Transfer (European Credit Transfer and Accumulation System, ECTS).

This single European credit system of evaluation of student's training is needed to implement the principle of mobility (to continue their education or work in any European higher education) to improve competitiveness, demand and employment of graduates of medical universities of Ukraine in the field of health care in Europe and other countries.

Such prospects of integration of medical science are impose significantly higher professional requirements to the modern teacher and to the modern student.

To a new level in higher medical education are being implemented basic fundamental didactic teaching methods for future highly qualified doctors. It's interactive and distance learning methods, teaching heuristics, pedagogical technique «brainstorm», intercollegiate on-line videoconferences, international student exchange programs, internships and various training courses, exchange of experience and participation in international medical congresses, forums, conferences, publishing articles in international medical journals with high citation index ISSN.

And a prerequisite for active participation in these events – is fluent in English and other foreign languages, the desire to consciously and actively develop the skills of self-education, self-help and cognition, constantly improve their cultural, moral and spiritual level.

Such grandiose opportunities to realize their professional and personal qualities can be realized through direct, active, conscious, full collaboration of all participants of the modern educational process, which aims to ensure high standards of medical education in Ukraine, Europe and worldwide.

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**MODERN DIDACTIC'S PROBLEMS IN THE HIGHER MEDICAL EDUCATION TODAY**

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In their professional activities, except their high spiritual vocation of humanity and need to meaningful pass descendants on their knowledge, teacher of the highest medical school at the present stage of development of society is obliged to meet the high rank of the teacher in a pristine sense of this word (from the latin «magister» – mentor, teacher).

As at all times, now is not enough to just be himself a highly qualified specialist in the field of medical science at the highest theoretical and practical level.

Modern teacher must be thoroughly familiar with the basic principles of pedagogical skills, which include fundamental knowledge, skills and abilities to form a clear, logical, sequential, successive, well-reasoned, evidence-based, transparent, credible, motivated, authoritative, and ideally even charismatic author's teaching methods craft of healing. That's why at the present stage of practical implementation of the theory of clinical training and medical education have already overdue objective need for each teacher not only higher medical, but also higher pedagogical education.

The basic laws of the receive, learning and knowledge transfer (interactive and distance learning methods, didactical Socrates heuristic, «brainstorm») a modern teacher knowing and applying in their professional activities every day and must constantly and creatively respond to the classic pedagogical questions of didactic (al-Gk. διδακτικός – edifying) – «What to teach?» and «How to teach?»

And for higher medical education characterized gradual integration of the «individual didactics» (teaching methods separate academic disciplines – anatomy, physiology, biochemistry etc.) for the formation of each student-future doctor the skills from the teacher or self-finding for analysisation, synthesation, systematization and presentation of their knowledge and practical skills.

This encourages the student's creative and their own clinical judgment for the subsequent implementation of the professional medical practice (surgery, therapy etc.).

The subject of modern didactic is the interaction of the teacher's learning process and the student's process of conscious cognitive activity for the mutual constructive resolution