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**INNOVATIVE EDUCATIONAL ENVIRONMENT OF MEDICAL HIGHER
EDUCATION INSTITUTIONS AS A FACTOR OF FORMATION OF
PROFESSIONAL COMPETENCE OF FUTURE DOCTORS**

The article highlights the significance of innovative educational settings of higher education institutions for the development of future doctors' professional competence. It is emphasized that ensuring the continuous professional growth and competence of healthcare professionals is a complex and multifaceted challenge, the solution of which depends primarily on the quality of the educational process in medical universities. The challenges faced by Ukrainian doctors today make it essential to create an innovative educational space that can contribute to the formation of personal subjectivity and professional readiness to perform duties in tough conditions.

Innovative processes in modern medical education are focused on the development of professional readiness of future healthcare specialists to provide emergency medical services during large-scale wars and address global challenges faced by humanity, in particular dealing with the COVID-19 pandemic consequences, which has severely impacted mental and physical well-being of Ukrainian citizens.

It is noted that the efficiency of the organization of an innovative educational environment primarily depends on the extent to which modern information technologies are integrated into higher education institutions. These technologies play a vital role in providing cognitive, developmental, activity, and personal value components essential for the professional readiness of future physicians. The introduction of IT significantly changes the content, formats, and approaches used in students' in-class and extracurricular activities.

The quality of professional training of future doctors largely depends on the technologies used for educational functions assigned to specific cognitive contexts within computer technology. The use of IT in practical and laboratory sessions, as well as in independent study, is closely related to self-assessment, self-directed learning, and self-control. It involves mastering crucial medical knowledge and the acquisition of specific skills and abilities essential in the field of medicine.

According to the authors, the primary objective of the innovative educational environment in medical universities is to facilitate simulation training. This involves the implementation of special mannequins and simulators to enhance clinical skills.

As a result, students thrive in a psychologically supportive learning environment, where they are not afraid of making mistakes, and can effectively acquire clinical skills.

Simulation training in medical HEIs involves the use of special training devices, which are differentiated according to their functional purpose: 1) for a visual demonstration of techniques for a certain manipulation (posters, diagrams, anatomical models, simple computer programs); 2) for practicing various manipulations (intravenous injections, incubation, stitching) with no intervention response; 3) with complex automatic responses to manipulations; 4) with complex interaction of the patient simulator with medical equipment and applicants (the interactive patient's state – ECG, pulse, respiratory sounds, varies according to external influences, etc.

Simulation training is especially important in the development of professionally important skills and clinical abilities in gynecology and obstetrics. First of all, this method should be used to master the skills of pregnancy management, since additional student manipulations during the examination of pregnant women can be dangerous for patients. At the same time, certain clinical skills in obstetrics and gynecology cannot be mastered in real hospital conditions due to the peculiarities of pregnancy. Also, students cannot master the practical skills of providing emergency care in an obstetric hospital due to an insufficient number of clinical cases that students can experience during the class.

In educational practice, it is possible to integrate diverse methods of formation of crucial skills in obstetrics and gynecology in the context of simulation medicine. For example, the development of skills in communicating with a patient, examining, screening, palpating, and using simulators and patient actors. Through simulation training, students master teamwork skills in obstetrics and gynecology, which are professionally important for a doctor.

A vital component of the innovative educational environment in medical universities is also the introduction of problem-based methods that significantly enhance the practical focus of future doctors' professional training. Effective means of problem-based learning for future healthcare professionals include interactive methods such as the case method, role-playing, business games, brainstorming, debates, discussions, critical incident method, project method, small competitive groups method, small group work with elements of a business game or in the form of a carousel, and the method of an interdisciplinary conference of ideas with elements of discussion.

In summary, it is emphasized that the creation of an innovative educational environment in medical HEIs requires the implementation of organizational and methodological strategies directed at creating ideal conditions for the development of an active, independent, and creative student pursuing a "Master of Medicine" degree.

This guarantees a high standard of professional competence among future doctors. They not only gain essential professional knowledge and skills but also develop the capacity to make independent decisions and respond promptly and appropriately to professional and social challenges. Additionally, they realize the importance of continuous self-education and systematic updating of scientific knowledge acquired in higher education. This adaptive approach enables them to update professional demands, adjusting their professional development trajectory accordingly.