# THE USE BY MEDICAL STUDENTS OF THE SIMULATION MOBILE LEARNING IN PRACTICAL ENGLISH CLASSIS

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**Abstract**

Using the simulation mobile learning in practical English classes, medical students receive modern and high-quality training, demonstrate the progress of their skills and knowledge. Significantly increased their interest in learning. The mobile environment allows students to work with the experience of advanced technologies and enhance the professionalism of future physicians, bringing the learning process to a new information and communication level.

**Keywords:** simulation mobile learning, mobile environment, virtual means, medical student.

**INTRODUCTION.** Today in Ukraine, one of the main directions of educational development is the introduction of modern ICTs, which ensure the improvement of the educational process and the availability of education. To accomplish this, with regard to higher medical institutions, it is necessary to build an appropriate information and communication educational and scientific environment in which the participants of the educational process are constantly throughout the period of study (both in the audience and out off it), which provides free access to electronic educational resources, as well as contributes to raising the level of information and communication training and the formation of professional competencies of future physicians. One of the components of the information and communication educational and scientific environment is the mobile learning environment.

**METHODOLOGY.** The mobile learning environment of higher medical institutions is a learning environment that addresses the educational needs of medical students at anytime and anywhere with the help of modern mobile gadgets. Applying the mobile environment to practical classes in English, students can master the latest technology as simulation mobile learning.

Simulation mobile learning is a modern technology learning process that allows you to use virtual means, medical equipment, repeat clinical practices and skills in a

secure mobile environment using special programs (Syllabus, Yula, Verocomm and many others). All this allows you to work with all kinds of language activities in English classes. [ 1, p. 361]

Based on the review of qualitative research on this topic, the efficiency of such an interactive English language teaching method for medical students has been provided that the best practical recommendations are followed.

Simulation mobile learning is widely used in world-class medical education and is truly a strategy for gaining knowledge and the ability to manifest critical thinking, satisfaction and trust of a medical student. [2, p. 12]

Important components of simulation mobile training include:

✓ the necessity of conforming to the simulation of clinical reality with the corresponding curriculum (physical environment; mannequins in the corresponding clinical conditions with the orientation on the equipment);

✓ providing academic support for a briefing on modeling and disassembly of exercises (support for academic staff throughout the modeling process: briefing, simulation, debriefing);

✓ Developing a script (context) for an individual, and for teamwork (scenarios based on curricula and plans that include best practices).

Feedback is achieved by various means, including student observer or instructor (teacher). The control of the results of the skills is carried out by the teacher, and also allows students to independently evaluate the results and monitor their progress for gaining experience. There is the ability to watch videos and repeat the skills to achieve the best result.

**ACHIVEMENTS.** During the academic year, in practical classes in English, students gradually master the new technology of mobile simulation training under the supervision of teachers, the results of which were improving the quality of student knowledge, interest in learning and improving interdisciplinary connections. The input and output control of students' knowledge, the questioning of the subject and the analysis of needs were conducted. Teachers are working on creating a new methodological support for mobile simulation training.

**CONCLUSION.** All of the above suggests that simulation mobile learning is an effective interactive learning tool for English, especially in the process of acquiring new knowledge and skills. However, today the role of simulation mobile learning is perceived as an appropriate supplement to traditional education. Therefore, it is necessary to carry out additional studies on the effectiveness of using simulation mobile learning in practical classes on the English language in medical education, as well as to explore the unique features of mobile devices to improve learning outcomes in the mobile environment of higher medical education institutions.

**References**

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