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## FUTURE PROSPECTS OF ARTIFICIAL INTELLIGENCE IN HIGHER MEDICAL EDUCATION

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**Introduction:** In contrast to the widespread use of artificial intelligence (AI) in medical practice, its use in medical education has only begun to be considered since the 1980s [1]. As a result, the use of AI in medical education has expanded rapidly over the past 40 years, especially in the past two decades, as evidenced by the increase in publications in the field [2].

**The main part.** Integrating AI into medical education offers numerous potential benefits, including improved design, evaluation of curricula, and the ability to implement innovative teaching methods in clinical settings. One such benefit is the application of virtual reality technology, which can improve the quality of medical education in various fields, such as anatomy and surgery, by providing innovative and effective methods for visualizing and topographical anatomy of organs and body systems [3].

AI can also perform ongoing and summative student assessment processes in less time, providing feedback to learners. Computer-based clinical case simulations can create a stress-free learning environment where learners can practice clinical thinking and learn from their mistakes [4]. These AI-based technologies can significantly improve the diagnostic skills of medical students [5]. In addition, the use of AI in education contributes to increasing the transparency of learning and allows for significant comparisons of the effectiveness of medical education in different countries and institutions [6].

Integrating AI into medical education enables distance learning and makes medical education more accessible in resource-limited and remote areas [7]. In a context like the COVID-19 pandemic and the full-scale invasion of Ukraine, this advantage provides continuous, student-centered learning. In addition, AI can facilitate many active learning strategies, such as case-based learning, small and large group learning, etc. On the other hand, AI has the potential to share unusual clinical cases with a larger audience of students, which would otherwise be impossible due to limitations in clinical and academic settings.

It should also be noted that AI has the ability to continuously educate students for 24 hours, even without the active presence of their teachers or educational leaders, using methods such as asynchronous learning [8]. This type of learning has the advantage of adapting to students' schedules, which is especially beneficial for students who may have limited time due to work shifts and their clinical practice.

**Conclusions:** Integrating AI into higher medical education has a number of significant benefits. Currently, the model for integrating AI into medical education should include training in AI algorithms, statistical fundamentals, managing these systems in clinical settings, transferring information to students, considering diagnosis and treatment of diseases according to evidence-based medicine, and adhering to ethical principles.

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## METHODS OF EDUCATION PROCESS IMPLEMENTATION IN WAR CONDITIONS

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**Introduction.** For the last 5 years, the pedagogical community of our country has been facing severe challenges: from the COVID-19 epidemic to a full-scale war. These events have made adjustments in the educational process of Ukraine. Medical universities, especially Kharkiv National Medical University, which continues to work in the territory of active hostilities, were not spared. The whole educational process began to urgently adjust to the realities of life. Electronic versions of educational materials for applicants have started to be improved. Internet platforms for a comfortable and quality continuation of the educational process were further developed. The creation of electronic courses that would duplicate the offline learning process as closely as possible began.

It became a particular problem in medical schools. The work of the first-year students at the bedside helped to train highly qualified and competitive medical specialists. Such an opportunity has unfortunately been lost. But we have been able to adjust to the present.

The creation of simulation rooms, where students can acquire and improve their practical skills, and e-learning courses on the Moodle platform have become supporting tools for adaptation.

**The main part.** Moodle (Modular Object-Oriented Dynamic Learning Environment) is a free and open-source learning management system [1-3].