https://elibrary.kubg.edu.ua/id/eprint/38542/1/N_Morze_O_Buinytska_MoPed_Monograph_FITU_NDL_IO.pdf

3. Цифрова трансформація освіти: теоретико-методичні засади: монографія / за заг. ред. В. П. Сергієнка; за наук. ред. Н. П. Франчук – Київ : Вид-во УДУ імені Михайла Драгоманова, 2024. – 382 с. https://lib.iitta.gov.ua/id/eprint/745271/1/%21%21%212.01.25_Монографія.pdf

Використання ШІ

Тези підготовлено за підтримки моделі Gemini (OpenAI) для структурування матеріалу та формулювання методичних рекомендацій. Частка ШІ-генерованого тексту — 15%.

ZHELEZNIAKOVA Natalia Merabivna,
Kharkiv National Medical University
Head of the department of internal medicine No. 1
Professor, Doctor of Medical Sciences
https://orcid.org/0000-0002-5786-9378

PANCHENKO Galyna Yuriyivna,
Kharkiv National Medical University
Assistant Professor of the department of Internal medicine №1
Candidate of Medical Sciences
https://orcid.org/0000-0002-0525-6254

ALEKSANDROVA Tetiana Mykolayivna,
Kharkiv National Medical University
PhD, Assistant Professor of the department of Internal medicine
https://orcid.org/0000-0002-9279-3559

PROSOLENKO Kostyantyn Oleksandrovych,
Kharkiv National Medical University
Professor of the department of internal medicine No. 1
Professor, Doctor of Medical Sciences
https://orcid.org/0000-0002-3160-6369

THE INTEGRATION OF INFORMATION TECHNOLOGIES INTO THE EDUCATIONAL PROCESS

The processes of informatization of modern society have led to the need to reorganize education and ensure a new level of quality in the training of specialists. In this regard, from our point of view, the role of the teacher is being transformed: it is becoming multi-level and requires competence not only in their discipline but also

the ability to use innovative pedagogical technologies to organize the educational process.

The implementation of the national strategy for building a new healthcare system in Ukraine requires medical universities to modernize the educational process. Medical institutions are tasked with training knowledgeable and critically thinking doctors who possess modern information technologies and are able to independently acquire and apply knowledge in practice.

In the Law of Ukraine "On Higher Education" the educational process is characterized as an "intellectual, creative activity," which grants academic staff the right to choose teaching methods and tools [2]. Currently, the use of information and communication technologies (ICT) in education is widely discussed in academic publications and textbooks [1, 3, 5].

The priority areas for the application of ICT in the professional training of future doctors are:

- Introduction of medical information systems, in particular eHealth, into healthcare practice;
- Development of electronic educational resources (EER);
- Use of multimedia technologies;
- Conducting webinars;
- Implementation of distance learning, etc.

The development of high-quality EER is the first step toward the implementation of ICT in the educational process and provides teachers with the opportunity to choose how to create and use such resources. EER may include electronic lecture courses, methodological guidelines and recommendations, electronic textbooks, interactive collections of clinical cases, virtual laboratory sessions, didactic tests for various purposes, personal websites, pedagogical blogs, and other types of digital educational materials.

Staff of the Department of Internal Medicine No. 1 at Kharkiv National Medical University actively develop educational and methodological materials for students in electronic form. The effective use of EER depends on two key factors: accessibility and student motivation for independent learning. The institutional repository can serve as a tool to ensure access to EER. Kharkiv National Medical University has its own repository, which functions as an electronic archive of educational and research outputs [4].

The repository is structured into collections corresponding to the university's departments, each containing lecture materials, educational and methodological publications, scientific works, and research outputs of young scientists. EER are primarily размещены in the "Lecture Materials" and "Educational and Methodological Publications" collections. Depending on the type, EER may include electronic text documents, images, videos, presentations, and interactive multimedia resources.

Currently, creating websites and blogs has become increasingly common. Such practices are also used in teaching at Kharkiv National Medical University [1].

Maintaining a pedagogical blog or website can serve as a means of self-expression and as a way to demonstrate a teacher's professional competence. These platforms allow for the размещение of text, graphic, and multimedia content, as well as links to external Internet resources.

The transition from traditional forms of education to ICT requires significant intellectual effort and time investment from teachers. There are also challenges in engaging educators in the development of their own digital resources. Furthermore, important questions arise: when should teachers maintain blogs or websites and upload EER to the repository – during working hours or personal time? Should this time be included in their teaching workload? These issues require institutional consideration and resolution.

The use of modern ICT in teaching practice is an inevitable requirement of the time. However, no technology should replace direct interaction with students or lead to excessive "mechanization" of the educational process.

References

1. Kharkiv National Medical University. (n.d.). *Modern practice of internal medicine with emergencies*. https://distance.knmu.edu.ua/course/view.php?id=243

2. Verkhovna Rada of Ukraine. (2014). *Law of Ukraine "On Higher Education" No. 1556-VII*. https://zakon.rada.gov.ua/go/1556-18.

3. Knigavko, V. G., Zaitseva, O. V., Bondarenko, M. A., et al. (2020). *Medical informatics: A textbook for medical students*. Kharkiv National Medical University.

4. Kharkiv National Medical University. (n.d.). *Regulations on the repository of Kharkiv National Medical University*. http://repo.knmu.edu.ua/handle/123456789/126

5. Desiatniuk, L. B., & Artemiev, A. I. (2024). *Use of artificial intelligence in medicine: Advantages and disadvantages*. In O. Patriak et al. (Eds.), *Information systems and technologies. World of scientific research: Proceedings of the 28th International multidisciplinary scientific Internet conference* (Ternopil, Ukraine; Opole, Poland, March 21–22, 2024). Ternopil: FOP Shpak VB.

Use of artificial intelligence

An artificial intelligence tool based on the Generative Pre-trained Transformer language model developed by OpenAI was used in this work.

Purpose and nature of its use: the artificial intelligence tool was employed for proofreading purposes, including the verification of orthography and punctuation without altering the scientific content of the manuscript.

Scope: the use of the tool was limited to selected fragments of the manuscript (text sections of the manuscript) and did not involve the generation, rewriting, or substantive modification of the scientific content.