

*Govor D. I.*  
**REFINING MEDICAL EDUCATION: GLOBAL TENDENCIES**  
*Scientific supervisor Petrova M.N.*  
*Department of Foreign Languages*  
*Belarusian State Medical University, Minsk*

The study is aimed at providing insight into current approaches to medical education worldwide.

Medical schools face new contexts of healthcare delivery in the future including increased demand for community based medicine, aging societies, the rise in the incidence of chronic diseases, patient empowerment, the changing nature of the relationship between doctors and patients etc.

In this context medical educators recognize the need to produce competent practitioners, able to meet the challenges of a changing society and give greater importance to issues of patient care, communication and professionalism. Therefore, medical schools have increasingly taken steps to modify and refine the curriculum to integrate clinical education earlier in academic programs.

They also introduce “Bologna process”- induced learning modes and methods into the educational process and try to provide a solid multimedia technology based teaching.

In view of the rapid advances in information technology and science medical students are trained to become lifelong learners and critical thinkers, giving them the ability to adapt and adjust to the shifting demands of the medical field.

The evolving instructional approaches foster self-directed learning and techniques including work in small groups and case studies. One of the ways to promote and teach students to be self-directed learners is the use of case studies, which are the basis of problem-based learning resulting from the process of working toward the understanding and resolution of a problem (case). This encourages the student to be an active and responsible participant in the educational process (learner-centered approach).

The majority of medical schools implement competency based approach to training graduates able to efficiently take care of the health needs of the society. The emphasis is on developing clinical skills and competencies related to communication, doctor-patient relationship, ethics and professionalism. Simulation-based learning that allows the acquisition of necessary skills through deliberate practice is often used to achieve the required educational goals.

Thus, medical schools respond to the changing world with new teaching and learning experiences, modern technologies and curricular innovations designed to prepare future physicians for practice in the 21<sup>st</sup> century and make them increasingly effective and powerful in combating diseases and improving the quality of health care.