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THE USA, THE EU AND  
THE POST-SOVIET COUNTRIES***

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**FACTORS WHICH DETERMINE MOTIVATIONAL AND EMOTIONAL  
CONTEXT OF THE EDUCATIONAL PROCESS****IN THE MEDICAL HIGHER EDUCATIONAL INSTITUTION****ФАКТОРЫ, ОПРЕДЕЛЯЮЩИЕ МОТИВАЦИОННЫЙ И ЭМОЦИОНАЛЬНЫЙ  
КОНТЕКСТ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА****В МЕДИЦИНСКОМ ВЫСШЕМ УЧЕБНОМ ЗАВЕДЕНИИ****Abaturov O.E. / Абатуров А.Е.,***D.m.s., prof / д.м.н., проф.*

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**Abstract.** *The aim of the study is improvement of education quality on the basis of improvement of teacher and student interaction. The survey was conducted anonymously, in small groups (8-10 people) among 4<sup>th</sup>-year students, trained at the Department of pediatrics 1 and medical genetics. 187 respondents took part in the research under discussion. Studied the subjective perception of students about adequacy of presentation and topicality of the lecture material, organizational aspects of a practical lesson, the role of additional teaching material in the educational process, professional orientation, correct behaviour of teachers. The level of satisfaction with knowledge and skills acquired during the lectures and practical lessons reached 89,8% and 92,4% correspondingly among students.*

**Key words:** *educational process, teaching quality, student survey.*

**Introduction.** Vocational education is a multi-level process, which is mainly constituted by the cognitive, motivational and emotional components. The cognitive component is characterized by learning productivity, motivational - by students' awareness of the relevance of suggested material, emotional - by students' satisfaction with their participation in the educational process [5; 7]. Personal and professional development of a student of a medical higher educational institution is associated not only with the acquisition of professional knowledge, but also certain moral and ethical qualities [6; 8; 9].

The key factor integrating both external and internal aspects of the educational process is the multidimensional and, often, irrational "teacher - student" interaction, which determines not only success of the structural assimilation of fragments of special knowledge and the systematic nature of the professional outlook, but also motivation of the educational process, which predetermines further postgraduate cognitive activity.

We have assessed the quality of teaching a lecture course and practical classes based on the results of a student survey. In the study we used two author questionnaires specifically designed by teachers of the Department of Pediatrics 1 and Medical Genetics in conjunction with the staff of the laboratory of

psychophysiological research of the State Institution "Dnepropetrovsk Medical Academy of the Ministry of Health of Ukraine". To assess satisfaction (subjective perception) with the educational process, a five-point scale was proposed in the questionnaire, which reflected the quality of presented lecture material and the content of practical classes, the relevance of gained knowledge, the interactivity of teaching, as well as the professional and motivational orientation of the educational process.

The survey was conducted anonymously, in small groups (8-10 people) among fourth-year students whilst studying at the Department of Pediatrics 1 and Medical Genetics. 151 domestic students took part in the discussed survey.

Mathematical processing of the survey results was carried out using the statistical programs "Statgraf", "Matstat", Microsoft Excel for Windows with determination of the frequency distribution of various answers and comparison of the answers to various questions. To assess the significance of the difference, the Mann-Whitney criterion (U) was used for independent groups. The critical value of the level of statistical significance (p) when testing null hypotheses was taken to be 0.05. The consolidated assessment of the degree of students' satisfaction with the quality of teaching ( $U_i$ , %) was calculated as the proportion of the total points awarded by certain respondents from the maximum possible total points. To assess the relationship between variables, a Spearman's rank correlation analysis was used [1, 11].

We analyzed the results of the survey concerned with the students' subjective attitude to teaching the lecture course and practical classes and discovered a number of features in their perception of informative, organizational, motivational and emotional aspects of the educational process.

#### ***Comprehensibility of recital and relevance of the lecture material***

90.9% of students rated comprehensibility and relevance of the lecture material at 4-5 points, noting the clarity, comprehensibility and coherency of the content. Oratory skills of the teachers (vividness of presentation of the material, acting skills) were positively rated in 91.5% of the responses.

#### ***Organizational aspects of practical classes***

98.9% of students commended (4 and 5 points) the structured presentation of the curriculum, formulation of the goals and objectives of the discipline, requirements for mastering the material and the criteria for assessing knowledge and skills. Students also gave practical classes 4 and 5 points in 93.8% of cases.

#### ***The role of auxiliary educational materials in the educational process***

The overwhelming majority of respondents believed that textbooks, articles and monographs issued by the department staff were useful in preparation for the classes (98.3% of the respondents). However, visual materials (presentations, situational tasks, tests, clinical cases) used during practical classes were not highly rated among respondents (rated 4 and 5 in 85.9% of cases). In all probability, the discrepancy of the visual materials accompanying practical classes is due to limited opportunities to use modern individual electronic devices.

#### ***The ethical correctness of the teachers' behavior towards students***

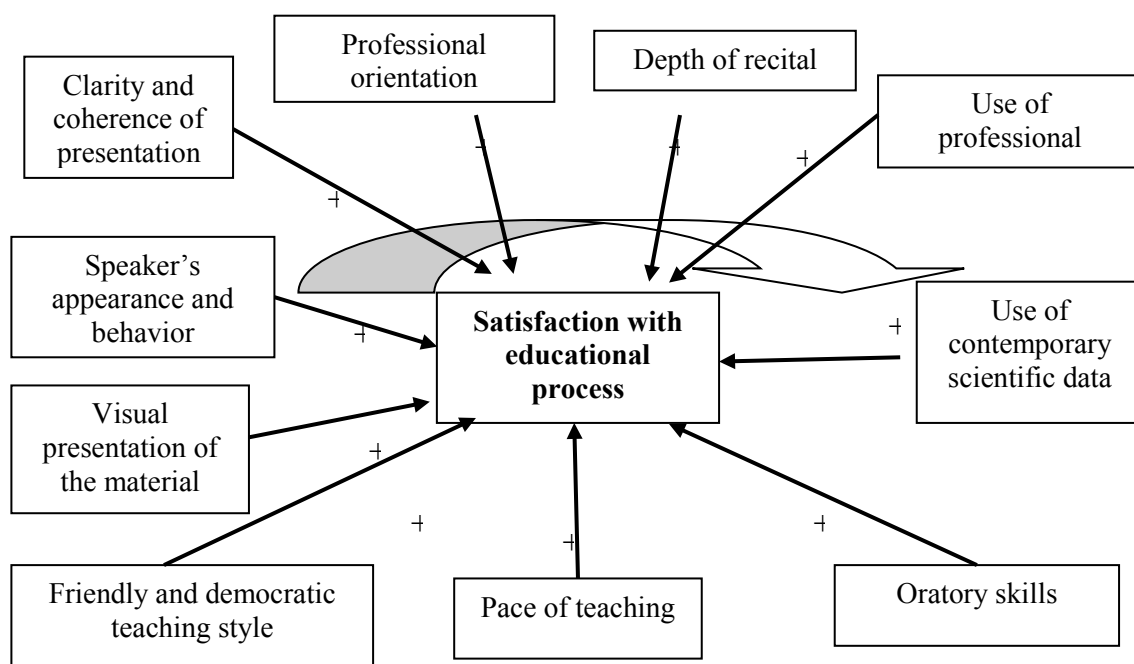
The majority of students surveyed (96.7%) noted that teachers were friendly and

considerate when giving lectures and teaching practical classes.

### ***General satisfaction of students with their participation in the educational process***

Students' opinions regarding their satisfaction with gained knowledge and participation in the educational process were almost unambiguous. Satisfaction with the knowledge and skills obtained at lectures and practical classes measured up to 89.8% and 92.4% among domestic students.

The conducted correlation analysis showed the main factors which shape the students' satisfaction with the educational process (Fig. 1).



**Fig. 1. Factors determining students' satisfaction with the educational process**

The obtained data allow us to argue that out of the combination of the factors which determine both domestic and foreign students' satisfaction with educational process, the pivotal factors are the speaker's oratory skills ( $r = + 0.66$ ;  $p \leq 0.05$ ), the depth of the recital and full coverage of the topic ( $r = + 0.65$ ;  $p \leq 0.05$ ), as well as the use of relevant, up-to-date theoretical material ( $r = + 0.65$ ;  $p \leq 0.05$ ).

### **Conclusions**

Thus, personal qualities along with professional skills of a teacher are pivotal components to underpin students' satisfaction, interest and creative orientation during training. Students' satisfaction and interest in the discipline are formed based on the quality of presentation and relevance of the material provided that there is a high level of organizational aspects of training with professional orientation, stimulation of creativity and independence of the thought process. In our opinion, the use of data obtained in the study allows correct balance of the main motivational components of the educational process, which, in turn, induces educational activity and creativity of students' behavior.

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