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**SOCIOMETRIC STATUS OF FOREIGN STUDENTS OF THE
MEDICINE SPECIALTY UNDER DISTANCE LEARNING
СОЦІОМЕТРИЧНИЙ СТАТУС ІНОЗЕМНИХ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ
"МЕДИЦИНА" ЗА УМОВ ДИСТАНЦІЙНОГО НАВЧАННЯ**

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Abstract. *The work of Badogina L., Obolonskaya O., Allahverdiyeva Z., Samsonenko S. "Changing the sociometric status of foreign students of the specialty" Medicine "in the context of distance learning" was carried out at the Department of Pediatrics 2 of the Dnepropetrovsk Medical Academy. The determination and analysis of the sociometric status of foreign students of the specialty "Medicine" of the 5th year of study was carried out. The results of the questioning of students by the method of J. Moreno are presented. Differences in the socio-psychological compatibility of students in groups in classroom and distance learning are revealed.*

Key words: *students, sociometric status.*

Introduction.

Today, society requires from the graduate the ability to solve problems not only individually but also communicatively, flexibly adapt to changing living conditions. In this regard, the modern teacher, in addition to the knowledge, skills and abilities that must be given to students in the development of the discipline, it is necessary to participate in the formation of competencies, which include communication [4]. In the context of distance learning, these skills become the most vulnerable. The teacher must maintain the ability to communicate, as the quarantine will end and students will return to work in groups.

To determine the socio-psychological compatibility of students in groups and their social behavior in group activities, the calculation of the sociometric status of students according to the method of J. Moreno in a parametric procedure with a limited number of choices [2].

Methods of sociometric test.

Stage 1 - preparatory work.

1. Mandatory attendance of all students on the day of the test.
2. Using or creating a situation in which students must make a choice (for example, before preparing a joint report).
3. Confidentiality of information obtained through the test.



4. Preparation of a list of groups with serial numbers of students.

5. Choosing a criterion (strong, weak) and asking an indirect question, which can be used to identify the likes and dislikes of students. For example: "Which of the students in your group would you like to ..."

- Make a report on this topic;
- work after graduation;
- spending free time;
- Sometimes in the process of learning there are questions that you would not like to ask the teacher. Which of the group's students would you contact?

Stage 2 - conducting the test.

Instructions: When answering the questions, you must select three students from your group with whom you would like to ... Enter the line numbers of the selected students.

Stage 3 - processing of results.

1. Construction of a sociogram. We transfer all the received elections to the sociogram.

2. Selection of sociogram categories of students:

And the category - sociometric "stars" - are students who have won 6 or more elections;

Category II - those who prefer - won 4-5 elections;

Category III - acceptable - won 1-3 elections;

Category IV - rejected (outsiders) - did not receive any choice.

3. Establishing the number of high-status students (stars and those who prefer) and low-status students (acceptable and rejected).

4. Determining the sociometric status of the student by the formula:

$$x = \frac{m}{n - 1}$$

m - number of elections received by the student,

n - number of students in the group.

This method allows to identify the nature of intra-collective relations, cohesion, leaders and rejected, isolated [1,5]. The sociometric procedure may aim to:

- measuring the degree of cohesion-disunity in the group;
- identification of "sociometric positions", ie the relative authority of group members on the grounds of sympathy and antipathy, where at the extreme poles are the "leader" of the group and "rejected";
- identification of intra-group subsystems, cohesive entities, which may be headed by their informal leaders.

This study allows you to predict and harmonize interpersonal relationships in educational groups and, as a consequence, increase the effectiveness of the educational process [3].

Main text.

The sociometric status of foreign (English-speaking) students of the 5th year of the specialty "Medicine" was determined and compared under the conditions of classroom and distance learning. Students were asked to fill out a questionnaire and identify those classmates with whom they would like to prepare a report. Sociometric



status was calculated and categories of students by leadership qualities were identified.

In a COVID-19 pandemic, classes are conducted using the Moodle system. This platform is an open management system for distance learning, which allows you to use a wide range of tools for educational interaction between teachers, students and the administration of the educational institution. In particular, it provides an opportunity to submit educational material in various formats: text, presentation, video, testing using closed-ended questions. Students can complete assignments with the ability to send relevant files. In addition, the system has a wide range of tools for monitoring student learning.

Competences such as the ability to adapt and act in a new situation, the ability to work in a team, to work in groups, during classroom learning were achieved through the introduction of joint case studies with the preparation of a report prepared by two or three students. Classroom work involves the analysis of clinical cases in the classroom and at the patient's bedside and quite active interpersonal communication of students (both during the discussion of the case and during preparation). During the quarantine period, practical classes were held in the form of video conferences. The teacher invited a patient on the topic of the lesson with a demonstration of clinical symptoms, history, or presented a virtual patient. Students were invited to work together to prepare a short report justifying the diagnosis, treatment plan and prevention.

Certain difficulties in group work were revealed: not all students willingly joined the joint work in the online conditions, independent individual work was preferred.

On the basis of research of the sociometric status according to a technique 4 groups of students were formed. Comparisons of the data obtained with different training options are presented in table 1.

Table 1

Division of students into groups by sociometric status

Groups	Classroom learning (%)	Distance learning (%)
Sociometric "stars" (leaders);	30,5	17,5
Persons who are given preference;	30,5	22,5
Neglected persons;	30	40
Isolated persons (outsiders)	8	20

The identified differences between students in different forms of education are noteworthy. The changes during the quarantine period turned out to be quite significant. Usually 30% of students belonged to the I and II categories. Outsiders were determined up to 10%. During the quarantine period, the number of leaders decreased significantly (up to 20%). Most students chose independent work and agreed to work together only at the initiative of the compiler.

An interesting observation was made in determining the sociometric status of Indian students. The choice was influenced not only by personal qualities and level of knowledge, but also the social status of the person at home. Moreover, such a



problem existed regardless of the training option. Thus, a competent student from India, who had the ability to think logically and analytically, received high scores for training, in the "top ten", which consisted only of her compatriots on sociometric analysis was assigned to 4 groups. It turned out that this "rejection" was explained by the girl's belonging to a low caste. There was no such division in groups of Arab students and mixed groups of students from different countries. There, the leaders were students with the highest level of knowledge.

Summary and conclusions.

1. Determining the sociometric status of students and its analysis is an important component in understanding the socio-psychological climate in the group. This understanding contributes to the choice of optimal tactics of the lesson and the formation of communicative competencies. This is especially relevant in the context of distance learning, when the possibility of interpersonal communication is significantly reduced.

2. Conducting sociometric analysis allows the teacher to adjust the relationship between students in order to form a comfortable environment in the group.

3. Emotionally comfortable environment in the classroom promotes the acquisition of knowledge. To exclude the impact on the emotional and psychological climate in the groups of social status of the student at home, we consider it more appropriate to form mixed groups.

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Анотація. Робота Бадогіної Л.П., Оболонської О.Ю., Аллахвердієвої З.С., Самсоненко С.В. "Зміни соціометричного статусу іноземних студентів спеціальності "Медицина" за умов дистанційного навчання" виконана на кафедрі педіатрії 2 Дніпропетровської медичної академії. Проводилось визначення та аналіз соціометричного статусу іноземних студентів спеціальності "Медицина" 5-го року навчання. Приведені результати анкетування студентів за методом Дж. Морено. Виявлені відмінності в соціально-психологічній сумісності студентів в групах за умов аудиторного і дистанційного навчання.

Ключові слова: студенти, соціометричний статус.

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