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ВЫСШЕЕ ОБРАЗОВАНИЕ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ

Тренды и перспективы развития

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учебно-методической онлайн-конференции

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Trends and development prospects

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Представлены материалы XII Международной учебно-методической онлайн-конференции (Чебоксары, 29 октября 2020 г.), посвящённой изучению опыта работы современной высшей школы в условиях глобализации, учету ее трендов и перспектив развития. Опубликованы труды по актуальным направлениям развития системы высшего образования, международного образования и сотрудничества вузов, дистанционных технологий в современном образовательном процессе. Проанализирован опыт применения инновационных образовательных технологий, развития системы высшего медицинского образования, обучения иностранным языкам и русскому языку как иностранному, организации внеучебной работы и работы с выпускниками; рассмотрены психологические аспекты современного образования. В сборнике представлены статьи ведущих специалистов Чувашского государственного университета, ученых и педагогов из России, Белоруссии, Украины, Узбекистана, Армении, Словакии.

Для преподавателей и организаторов всех уровней профессионального и общего образования.

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The collected papers present the materials of the XII International Educational and Methodological Online-Conference (Cheboksary, October 29, 2020) devoted to the study of practical experience of modern higher education in the context of globalization, its trends and development prospects. The papers cover current development directions of higher education, international education and international cooperation of higher education institutions, the role of distance learning in the modern educational process, the study of the experience of using innovative educational technologies, the development of higher medical education, teaching foreign languages and Russian as a foreign language, organization of extracurricular work and work with graduates, psychological aspects of modern education. The collection presents the works of leading specialists of the Chuvash State University, researches and teachers from Russia, Belarus, Ukraine, Uzbekistan, Armenia, Slovakia.

The materials are aimed at teachers and administrators of all levels of professional and general education.

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тотальном использовании средств индивидуальной защиты (медицинской масок и перчаток), санитарной обработки рук и дезинфекции помещений, повсеместном измерении температуры, а также своевременной вакцинации совершенно необходимо продолжение непосредственного обучения студентов преподавателями базовых курсов медицинских институтов с работой над учебными препаратами для хорошего усвоения и закрепления полученных знаний, развития клинического мышления и интеллектуальной деятельности.

STUDY OF SATISFACTION OF MEDICAL STUDENTS OF III–IV COURSES WITH DISTANCE LEARNING IN CONDITIONS OF COVID-19 PANDEMIC

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Key words: medical students, satisfaction, distance learning, pandemic, COVID-19.

ИССЛЕДОВАНИЕ УДОВЛЕТВОРЕННОСТИ СТУДЕНТОВ-МЕДИКОВ III–IV КУРСОВ ДИСТАНЦИОННЫМ ОБУЧЕНИЕМ В УСЛОВИЯХ ПАНДЕМИИ COVID-19

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Ключевые слова: студенты-медики, удовлетворенность, дистанционное обучение, пандемия, COVID-19.

The outbreak of coronavirus disease (COVID-19) has led to serious changes in the educational process in the world and Ukraine, in particular [3, 5, 6]. The introduced quarantine due to COVID-19 required the institutions of higher education, including medical ones, to switch to distance learning everywhere [1, 2]. The productivity of

the distance education system depends not only on the use of modern digital technologies, but also on the awareness of the need for a creative approach to work, the establishment of interaction between students and teachers in the information space [7].

Despite the possibility of remote acquisition of high-quality professional education in the era of the global information space, distance learning of medical students requires a thorough analysis related to both the assessment of the effectiveness of training and the satisfaction of students. The study of student's satisfaction with the transition to full distance learning is necessary to identify weaknesses in the activities of medical universities in this direction and the targeted implementation of measures to improve the pedagogical process [4].

To this end, we have conducted a remote survey of students using the Google Forms platform. The study involved 206 students of the III-IV courses of the medical faculty, who trained at the Department of Psychiatry, Narcology and Medical Psychology of the State Institution "Dnipropetrovsk Medical Academy of the Ministry of Health of Ukraine". We have used a questionnaire consisting of 9 questions, structured into 3 blocks: socio-demographic characteristics (gender, age, living conditions); preference for the type of training and satisfaction with it; technical characteristics of distance learning (quality and accessibility of Internet connection). The average age of the participants was $20,46 \pm 2,79$ years, among them – 142 female students (68,9%), 60 (30,6%) male and 1 (0,5%) did not determine the gender. During quarantine due to COVID-19, 69,9% respondents rated their living conditions as good, 29,6% – satisfactory and 0,5% – unsatisfactory.

When answering the questions of the second block of the questionnaire, it was noted that 85% respondents preferred traditional rather than distance learning, and this despite the fact that the vast majority of students belong to the digital generation.

In an attempt to assess on a 10-point scale how far distance learning allows them to better absorb learning material compared to the traditional form, the average students' score was 4,8 points with an almost equal distribution plateau. The lack of clear trends in the distribution of scores, we assessed as a lack of understanding of what

distance learning should be, since students first encountered with this form.

In order to meet modern requirements, any education system should have feedback from educational applicants in terms of quality and accessibility. In the survey, we have asked students questions about satisfaction with distance learning: “How satisfied are you with distance learning using the following methods (Google Classroom, Zoom)?” and “How satisfied are you with the assessment of your knowledge in distance learning?”. The following results were obtained: 60,2% of students positively assessed the organization of distance learning, 25,72% – average, and 14,08% – negatively. At the same time, 50% students expressed satisfaction with their own results in the remote assessment of knowledge, average satisfaction was 30,1%, and dissatisfaction – 19,9%. These data require further in-depth study, but it could already be argued that the traditional full-time education is more familiar and causes less psychological discomfort, which is reflected in the level of dissatisfaction with the evaluation of their knowledge remotely.

At assessing of technical side of distance learning organization, it is important to understand the quality and accessibility of students' Internet connection. Answering the questions of the third block of the questionnaire, the vast majority of students (73,8%) have noted that during quarantine they used wired Internet connection (dedicated line) to complete the tasks, the rest – mobile Internet. It is worth noting that 11,7% respondents (24 students) have used prepaid rather than unlimited packages of mobile Internet (14,6% respondents). This should be taken into account when planning subsequent distance courses and not overload them with “voluminous” videos, since the availability of education should not depend on the prepaid volume of Internet traffic. In addition, the presence of a significant proportion of individuals with a prepaid Internet volume may limit the use of the synchronous component of distance learning (the organization of online classes using remote video communication systems).

Regarding the quality of Internet communications, it should be noted that it is becoming an essential factor in organizing the synchronous component of distance learning. Only a quarter of the surveyed students (25,7%) have rated the quality of their connection

as high, and the majority (53,9%) identified it as constantly changing. Complicating distance learning is the fact that almost every fifth student (20,3%) have rated the quality of their own Internet connection as low or moderate.

Thus, the obtained data suggest that with a sufficiently high satisfaction with distance learning at the Department of Psychiatry, Narcology and Medical Psychology, its technical aspects come first. And while it is possible to influence the filling of courses and their assessment when planning subsequent courses, then institutions of higher education cannot affect the quality and accessibility of Internet communications, although the quality of distance learning largely depends on this.

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