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ANALYSIS OF THE RESULTS OF DISTANCE LEARNING OF MEDICAL STUDENTS

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The COVID-19 pandemic has changed not only the priorities of medical care in the world, but has also introduced fundamental changes in the format of the educational process, where distance learning has become a universal solution to the problem, because these forms have interactive interaction between the subjects of educational services as their main principle and are the most flexible and accessible. In addition, distance learning meets the requirements of the new educational paradigm of the information society, namely, the implementation of mass education for all categories of the population, regardless of their place of residence; support for open, continuous lifelong learning; improvement of professional training in higher education institutions by meeting the diverse needs of students from different social and demographic groups [1].

Distance learning began in 1840, when Sir Isaac Pitman, an English teacher known worldwide as the developer of Pitman stenography, offered instruction through the postal service to students in England. And 16 years later, Charles Tusset and Gustav Langenscheidt started to teach the language by distance learning in Germany [2]. Since the late 1980s, distance learning has been more widely used in Western universities (Bekele, Dziuban, Fryer, Guri-Rozenblit, Moskal, etc.) [3].

In Ukraine, the development of distance education began in the late 1990s. Since spring 2020, when the whole world, and Ukraine among them, is facing COVID-19 pandemic [4], Ukrainian educational institutions of technical direction without any transitional periods have been rapidly introducing distance learning, but medical universities in Ukraine had to solve the problem of inability to provide access to mastering and improving professional skills of a future doctor [5, 6].

Information and computer technologies have become an integral part of the educational process of the modern generation of students, in this case medical students, which led to the direction of the actual study, namely the analysis of the

views of medical students on the use of distance learning in quarantine conditions during the pandemic COVID-19.

The aim of our study was to analyse the results of an anonymous questionnaire of 2nd year students of the Faculty of Dentistry of the SI "DMA", on their own expectations regarding the quality of training in a distance format in the conditions of quarantine COVID -19 when studying the discipline "Propaedeutics of Internal Medicine", which will allow to evaluate the format of on - line teaching from the point of view of students.

In order to implement the above objective, an anonymous online survey of 2 groups of foreign (Russian-speaking) 2nd year students ($n = 45$ students) was conducted using the Google Form platform. The students were asked to answer 15 questions, including open questions, alternative questions, questions with the possibility to give a score (from 1 to 10).

According to the results, we can note that the majority of foreign students (58%) perceived the distance learning experience positively (Figure 1).

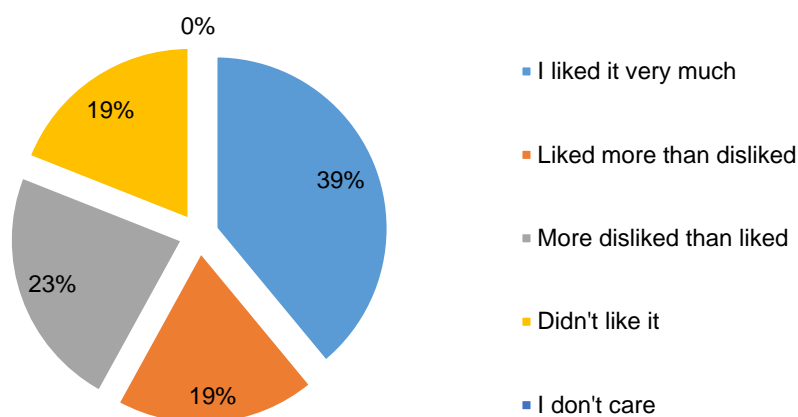


Fig. 1. General assessment of the distance learning experience by 2nd year students

The biggest advantages of distance learning for students are accessibility of information regardless of time and distance (73.3%); possibility to independently choose and vary the work pace, time for preparation and performing tasks (55.5%); no need to spend time on the way to the educational establishment (35%); stimulation for creative and personal development as well as self-activity and self-control in learning (33.3%); learning through video conferencing and discussion (17.7%); being able to feel safe at home (due to COVID - 19) (6.67%).

At the same time, the disadvantages of distance learning are the increased number of written assignments in comparison with full-time education (31.1%), lack of practical training and opportunities to practise competencies with the support of a teacher (31.1%), dependence on their own technical equipment and the quality of internet at home (17.7%); increased number of tests and written forms of control over the knowledge acquired (8.89%).

In accordance with the aims of this study, we also conducted an analysis on the priority form of study "through the eyes of students". The respondents' preferences were distributed as follows: almost equal number of students preferred full-time and mixed (full-time and distance) forms of study, and only 15.5% would choose distance form of study for themselves in the future (Figure 2).

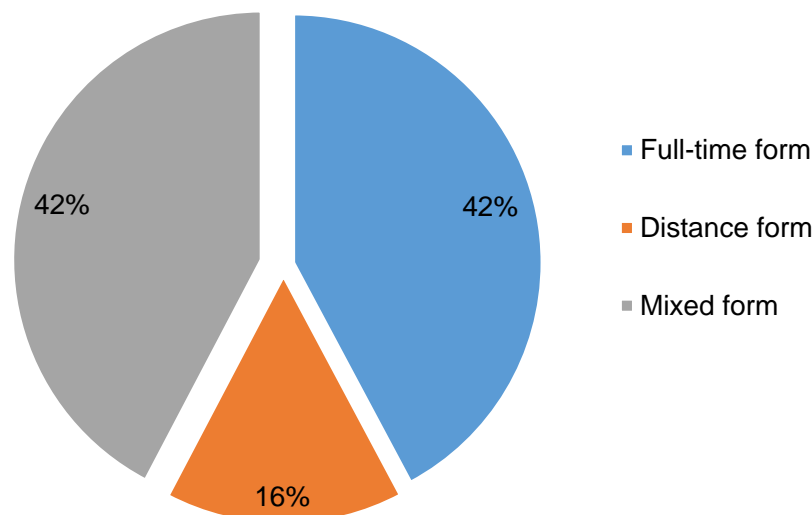


Fig. 2. Distribution of students' preferences for choosing the best form of education in the future

A synthesis of the results of the anonymous questionnaire revealed different levels of assessment (in scores from 1 to 10) of such a component as the satisfaction of own expectations regarding the quality of training in the distance format - the interquartile distribution of the mean was 8 points (ME = 8 Q1; Q3 (7; 9.75)), but the level of improvement of own practical competences was only 5.5 points (ME = 5.5 Q1; Q3 (5, 8)). According to 2nd year students, it is precisely the increase in opportunities for improving practical skills and professional competencies that is the most rational proposal for improving the quality of education.

Conclusions:

1. The majority of 2nd year students expressed an opinion on the positive experience of distance learning, regarding it as an opportunity for self-development and independent deepening of the theoretical knowledge base.

2. 2nd year students believe that distance learning in the study of discipline "Propaedeutics of Internal Medicine" can only be an addition to the full-time part and cannot be considered as a long-term independent unit of the educational process, since the specificity of the chosen profession is associated with the need to master and improve practical skills and professional competencies.

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