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*Ivanova L.A.,**PhD, Professor of Department of Pediatrics and Children Infectious Diseases of Bukovinian State Medical University, Teatralna Sq., 2, Chernivtsi, Ukraine, 58002**Horbatiuk I. B.,**PhD, Assistant of Department of Pediatrics and Children Infectious Diseases of Bukovinian State Medical University, Teatralna Sq., 2, Chernivtsi, Ukraine, 58002**Horbatiuk Ir.B.**PhD, Assistant of Department of Internal Medicine, Clinical Pharmacology and Occupational Diseases of Bukovinian State Medical University, Teatralna Sq., 2, Chernivtsi, Ukraine, 58002*[DOI: 10.24412/2520-6990-2021-17104-30-31](https://doi.org/10.24412/2520-6990-2021-17104-30-31)

PERFORMANCE OF INDIVIDUAL INDEPENDENT WORK BY STUDENTS OF THE 6TH YEAR STUDYING THE DISCIPLINE "CHILDREN'S INFECTIOUS DISEASES" IN THE DISTANCE LEARNING CONDITIONS

Abstract.

Individual independent work during the study of "Pediatric Infectious Diseases" by 6th year students of Bukovinian State Medical University in a pandemic was carried out in the form of videoconferencing using Google Meet with demonstration of presentations and clinical case reports on the topic of presentation with subsequent "feedback" with students in the group.

Keywords: *distance learning, students.*

Modern conditions call for new challenges to the education system. Globalization, new requirements for future professionals, and now the conditions of the pandemic have led to changes in approaches and methods of teaching in higher education [1]. Distance learning is currently one of the most relevant and at the same time controversial issues in the field of education [2-3]. World practice shows the formation of a blended learning model, which provides for the effective integration of different learning formats and teaching models, taking into account the peculiarities of students' perception through a combination of distance technology with a traditional form of learning [4].

Interesting and relevant today is the issue of efficiency and success of distance learning in various higher education institutions. Naturally, online education in medical institutions of higher education has been the most criticized and questioned. As in any educational institution, distance learning in a high medical school has a number of advantages that determine the effectiveness of distance learning as a form of independent work of students. This form of education allows you to take into account the individual characteristics of the learner (independently choose the time for classes and the pace of learning), to achieve personalization and differentiation in the development of the course, to form skills of independent learning.

Thus, interactive forms of learning are mechanisms for activating the independent work of medical university students [6]. However, the use of online technologies in medical education is greatly complicated by the lack of opportunities to learn practical skills and abilities to organize work "at the patient's bedside". It is this argument that determines the controversy and complexity of the use of distance learning in medicine, especially when it is not about training, but about obtaining medical education.

The aim of the work. Evaluate the quality and efficacy of individual independent work of students in the

study of the discipline "Children's Infectious Diseases" in the 6th year in terms of distance learning.

Materials and methods of research. The research was conducted using the author's questionnaire "Student survey on online learning", developed on the basis of the Google form and aimed at improving the educational process. The survey was attended by 71 students of the Medical Faculty №1 and №2, specialty "Medical Affairs" of Bukovinian State Medical University, who studied the discipline "Children's Infectious Diseases" in the 6th year. The period of the survey was from April 9, 2020 to May 12, 2020.

Before the questionnaire, the purpose of the study was explained. Participation was voluntary, and the respondent had the opportunity to opt out of the survey at any time. All responses were anonymous.

Results and discussion. Distance learning at Bukovinian State Medical University was carried out using the video conferencing service Google Meet. Practical classes were conducted in synchronous mode, lectures in asynchronous mode by publishing presentations of the lectures, video lectures and other necessary teaching materials on the University distance learning server Moodle. The curriculum for studying the discipline "Children's Infectious Diseases" in the 6th year, in addition to practical classes, provides for individual independent work of students.

During the traditional training, students performed individual work, which consisted of 2 parts. The first part involved work in the infectious disease hospital of the Regional Children's Clinical Hospital in the form of a three-hour evening shift under the guidance of a doctor on duty with further protection in the next lesson. To perform the second part of independent work, students were offered the choice to perform one of the tasks: analysis of clinical cases based on the processing of archival materials of the clinic; preparation of a literature review of clinical cases with difficulties in differential diagnosis and/or treatment; discussing a

meeting of the scientific student workshop; participation in scientific conferences; publication of reports in the form of abstracts and articles in periodicals (journals, collections of scientific papers); making visual aids according to educational programs (tables, models, visual aids, graphological schemes of practical classes); writing essays on one of the proposed topics.

Given the current trends in the educational process, student-centered approach to learning and distance learning format, students were offered to cover topics that were submitted for self-study by conducting a student online mini-conference (within one or two groups) in the format of "feedback". Students worked in pairs, while preparing the material of the report in the form of a presentation of clinical cases and a theoretical basis from literary journals. During one of the practical classes, students used the Google Meet service to demonstrate on the screen and report on the prepared materials in real time. To provide effective "feedback", students had the opportunity to ask the speakers questions of various kinds, in particular, "what was best reflected in your report?" and "what could be done better?". The lively discussion, which was present during the lesson, allowed students to pay attention to important points, sharp corners and problematic situations related to the current course and management of patients with infectious diseases in childhood.

To assess the quality and efficacy of individual independent work by students in the study of the discipline "Children's Infectious Diseases" in the 6th year of students majoring in "Medical Affairs" were analyzed the results of a survey of 71 respondents. Among the respondents, the share of female students was 67.2%, male - 33.8%. As a result of the survey, it was found that 52.2% of respondents consider independent extracurricular work in online learning necessary, and the remaining 47.5% of students do not consider it necessary to perform individual independent work.

Regarding the form of organization of independent extracurricular work of students in online learning, the majority of respondents (38%) considered the most optimal preparation of a presentation on a defined topic, 23.9% of students preferred to prepare a presentation with a report on a defined topic, 11.3% - considered interesting preparation clinical case in the form of a presentation, 8.5% - noted the preparation of a clinical case with a report in the form of a presentation, the search for scientific literature became relevant for 5.6% of respondents. In the same percentage (1.4% each) students responded in favor of independent work in the form of development and preparation of visual material (flyers, health bulletins, etc.), writing an essay, analysis of the "interactive" patient. And only 1.4% of respondents indicated the inexpediency of independent work.

To the question "What form of organization of independent extracurricular work of students would you suggest at the clinical department in the 6th year?" the vast majority of students answered about the preparation of a presentation on an interesting clinical case and still consider it necessary to be on duty, given the complete absence of work with the patient at the "patient's bed" during distance learning. Forms of individual work, such as writing an essay or preparing a presentation, are considered ineffective and redundant by students, as these types of work are often performed by completely different students "on request", or simply download the finished presentation from the Internet sources.

Conclusions. Individual independent work during the study of "Pediatric Infectious Diseases" by 6th year students of Bukovinian State Medical University in a pandemic was carried out in the form of videoconferencing using Google Meet with demonstration of presentations and clinical case reports on the topic of presentation with subsequent "feedback" with students in the group. Most students were satisfied with this form of individual work, found it interesting and useful, in contrast to writing essays. It is also worth noting that medical students point to the need and feasibility of a duty at the clinic and the possibility of working directly with a pediatric patient.

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