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PROBLEMS OF TRAINING INTERNATIONAL STUDENTS TO PASS THE FINAL TEST EXAM DURING DISTANCE LEARNING IN MEDICAL UNIVERSITIES

Abstract.

The article shows problems of training the graduates-citizens of foreign countries to licensing integrated exam «Krok 2. Medicine», such as academic dishonesty of students, particularly, during online classes and remote diagnostic-training testing. Thus, remote diagnostic-training testing requires improvement of the methodology with the involvement of new information and communication technologies. The written diagnostic-training testing allowed to select students of high-risk group of not passing the licensing integrated exam «Krok 2. Medicine» and should be modified as a change in content on each testing.

Keywords: *medical education, international students, remote learning, test exam.*

Background. The modern world has changed dramatically with the widespread introduction of information and communication technologies. Today, an effective learning process without the use of modern technologies is unthinkable. Learning management systems are a bright representative of modern technologies, on the basis of which it is possible to organize the interaction of all participants in the learning process in the global Internet. The search for new approaches to the use of learning management systems can further enhance the effect of the use of modern information and communication technologies in the organization of the educational process [6].

The previously mentioned studies indicate the importance of examining the perceptions, feelings, and attitudes of nursing students during major epidemic crises, to provide adequate measures of student protection and support promptly. Unfortunately, the available literature still does not offer enough in-depth analyses of nursing students' experiences during pandemics (especially not for COVID-19), which could significantly affect the level of global understanding of the seriousness of nursing students' needs, problems, and difficulties in extreme crisis situations. Therefore, the purpose of our study is to fill this gap by providing the results of a qualitative inductive analysis of the free-form (undisturbed) nursing students' descriptions of their own perceptions, emotions, expectations, and behaviors, while

studying during the COVID-19 pandemic. Thus, we expand the existing global knowledge about the psychological and behavioral aspects of nursing students' functioning in crisis situations [4].

This pandemic had led education to have a new method of teaching instead of face-to-face learning and distance learning was the only option to make it happens. Despite, distance learning is not a new thing to both students and teachers but it requires basic skills of computation and adaptation. The shifting of teaching methodology due to pandemic of Covid-19 had impacted school, university and other education provider. Fast teaching and learning adaptation is highly needed. Numerous applications and other online learning platforms were used so support distance learning [1, 2].

Unfortunately, there are several things to consider to make effective distance learning happens. One of the most particular application or leaning platform used by the teachers is Google classroom which is free and easy to use. The shifting from face-to-face teaching into virtual class created new challenges and effects. Besides, Online learning environments can offer learners opportunities for flexibility, interaction and collaboration. Its flexibilities allowed both teachers and students to have choices about how and where they can spend their time learning. In some points, it is important to be recorded that blended learning such distance learning also produces uncertain result of students' learning process. Moreover, there are present five reasons why online

learning better than face-to-face learning; demand for digital content, less time commitment, tracking of learning pattern, high retention rate and social learning collaboration. Students' learning experiences and responses toward distance learning is urgently needed to be known and investigated [1, 3].

The advantages of distance education in recent decades have been demonstrated by the developed countries' leading universities' practical experience. Distance vocational learning for skilled workers' training only starts to be used in the Ukrainian vocational education and training system (VET). VET teachers' and various enterprises, institutions and organizations HR managers' interest to distance learning significantly increased due to: first, the general trend to create a new mechanism of the direct use of information and knowledge in the production and service spheres, i.e. focusing on the processes of continuing education that characterizes the knowledge society; second, the necessity to meet the personal needs in further new knowledge obtained not only by schools' graduates, but also by adults; third, the complex social and cultural and economic situation in the country due to the large number of displaced persons, their need to get new professions, qualifications or to improve them (Law of Ukraine, 2014); fourth, the construction of a distance learning system enables integration into the world sustainable education area, thus, greatly expands the potential sphere of domestic information and education environment for sustainable education process participants by using the information technologies modern methods and tools. At the same time, the problem of future skilled workers' and junior specialists' distance learning technology implementation in Ukraine remains poorly researched, which makes it impossible to assess its state for administrative decision-making concerning its development and scientific and methodological support design [5].

An important component of the process of obtaining higher medical education in most countries is the procedure of an external independent system of assessment of knowledge, which is conducted periodically, after students pass a certain stage of training - Licensed Integrated Exam, which consists of «Krok 1» the quality of mastering by the student of basic higher medical education, «Krok 2» - complete medical education, and «Krok 3», which takes place at the stage of postgraduate medical education. Passing the external evaluation system is mandatory for continuing education. Problems of training for the license exam became especially relevant during distance learning during the pandemic of COVID-19.

Purpose is to analyze of training problem the graduates-citizens of foreign countries to licensing integrated exam «Krok 2. Medicine» by analyzing the results of preparing options.

Material and methods. The monthly results of control tasks according to the variants for preparation for the licensing integrated exam «Krok 2. Medicine» in 232 graduate students-citizens of foreign countries at Bukovinian State Medical University have been analyzed. The distance training of the graduates to licensing integrated exam «Krok 2. Medicine» was conducted on the portal of distance learning. The diagnostic-training testing in a distance or written versions are done monthly.

For a written diagnostic-training testing, a passing score of correct answers is set at the limit of 75% and above. Students who received less than 60,5% were in the high-risk group of not passing the licensing integrated exam «Krok 2. Medicine».

Results and discussion. During the preparation for the licensing integrated exam «Krok 2. Medicine» students passed four times written diagnostic-training testing and three times remote online diagnostic-training testing.

Table-1

Results of remote online diagnostic-training testings

	Remote online diagnostic-training testing №1	Remote online diagnostic-training testing №2	Remote online diagnostic-training testing №3
% correct answers	93,2 %	94,38 %	95,2%
High-risk group	2,6 %	0,8 %	0
Medium-risk group	3,4 %	3,9 %	2,2 %

Three remote online tests were also conducted, the results of which turned out to be quite high (Table 1). Thus, the average percentage of correct answers was 93,2%, 94,3% and 95,2%, respectively. High-risk groups of not passing the licensing integrated exam «Krok 2. Medicine» included 2,6% and 0,8% of students for 1st and 2nd remote online diagnostic-training testing and was absent for last one.

First written diagnostic-training testing conducted after remote online testings and showed the average

percentage of correct answers as 78,1% and a big part of high-risk group of not passing the licensing integrated exam (15,5%).

The next written diagnostic-training testing demonstrated elevation of average percentage of correct answers till 82,8% and 87,9% and step-by-step progress as minimization of high-risk group till 7,3% and 3,4% (Table 2).

Table-2

Results of written diagnostic-training testings

	Written diagnostic-training testing №1	Written diagnostic-training testing №2	Written diagnostic-training testing №3	Written diagnostic-training testing №4
% correct answers	78,1%	82,8 %	87.9%	90,8%
High-risk group	15,5 %	7,3 %	3,4 %	0,4%
Medium-risk group	21,1%	16,4%	6,9%	4,7%

According to the results of the licensing integrated exam «Krok 2. Medicine», the average percentage of correct answers was 66,1%, 2 students (15,5%) failed the exam, received less than 60,0%.

The results of the licensing integrated exam «Krok 2. Medicine» showed a decrease in the average number of correct answers and the correspondence of the number of failed students to the high-risk group of the first diagnostic-training testing.

Conclusions.

1. The significant difference between the results of remote and written diagnostic-training testing was due to the academic dishonesty of students.

2. Remote diagnostic-training testing requires improvement of the methodology with the involvement of new information and communication technologies.

3. The written diagnostic-training testing allowed to select students of high-risk group of not passing the licensing integrated exam «Krok 2. Medicine» and should be modified as a change in content on each testing.

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РАЗВИТИЕ ЦЕННОСТНОГО ОТНОШЕНИЯ МЛАДШИХ ШКОЛЬНИКОВ К ПРИРОДЕ

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DEVELOPMENT OF THE VALUE ATTITUDE OF YOUNGER SCHOOLCHILDREN TO NATURE**Аннотация.**

В статье рассматриваются пути развития ценностного отношения к живой природе младших школьников на различных уроках в начальной школе.

Abstract.

The article discusses the ways of developing a value attitude to wildlife of younger schoolchildren at various lessons in primary school.

Ключевые слова: *младшие школьники, ценностные ориентации, живая природа.*

Keywords: *primary school students, value orientations, wildlife.*

Ценностное отношение младших школьников к природе представляет собой устойчивое личностное принятие природы в качестве субъекта прагматического взаимодействия. Развитие ценностного отношения к природе возникает посредством

философского, этического и психологического элементов ценностного ориентирования. Благодаря развитию этих ориентаций происходит обогащение ребенка знаниями об окружающем мире, в результате чего у ребенка и формируется ценностное отношение ко всему живому.