

МЕДИЧНІ НАУКИ

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ANALYSIS OF THE ASSESSMENT OF THE DISTANCE COURSE "PHARMACOLOGY" BY STUDENTS OF THE SCHOOL OF MEDICINE V. N. KARAZIN KHARKIV NATIONAL UNIVERSITY UNDER COVID-19 PANDEMIC

In connection with the transition to distance learning caused by the COVID-19 pandemic, the staff of the Department of General Practice – Family Medicine of the School of Medicine of V. N. Karazin Kharkiv National University developed the distance course "Pharmacology", which is constantly supplemented, improved and modernized not only according to current legislation and the vision of teachers, but also based on the analysis of the results of an anonymous survey of students in order to improve the quality, efficiency and convenience of learning.

Keywords: *distance learning, distance course, pharmacology.*

Formulation of the problem. The training of high-level specialists is the most important task facing universities. Today, the working conditions and development of medical higher educational institutions are quite complex and special. The task of creating conditions for high-quality deep education in combination with a complex of scientific research has been formed for educational institutions of a medical focus. A medical student must cover a very large amount of knowledge within the framework of various disciplines within the training program, be able to adequately use the knowledge gained. Also, within the framework of the educational process, it is relevant to master the skills of research work [1, 2, 3].

For the successful professional growth and development of a medical student, the university must form such manifestations of this status as independence, high organization, self-criticism. A huge role in this process is played by the atmosphere of psychological comfort, which should surround the student [4]. So, one of the main goals of modern education can be called the formation of relations of humanism and goodness in a team, which are based on the successful collective interaction of a teacher and a student. Such interaction should be based on the principles of professional and corporate ethics and social culture. Learning conditions in an atmosphere of psychological comfort form a positive mood of the

student, determine his relationship with fellow students, teachers, patients. In this case, training in a higher educational institution will form the moral and professional components of future doctors [5].

Today, distance technology makes it possible to design and create information tools that can alleviate these difficulties in the preparation of the discipline [6].

Analysis of recent research and publications. Medical education is one of the few today that cannot be obtained remotely [4]. However, what if today the whole world is being challenged by the massive COVID-19 pandemic? Having analyzed modern publications on the organization of the process of teaching students of medical universities using distance technologies, we encountered many difficulties and subtleties in the organization of this process.

The main **purpose of the study** was to analyze the assessment of the distance course "Pharmacology" by students of the School of Medicine of V. N. Karazin Kharkiv National University to improve the quality, efficiency and convenience of learning.

The main results of the study. This study involved 64 students of the School of Medicine of V. N. Karazin Kharkiv National University on a voluntary basis under conditions of anonymity. The survey was conducted on the basis of <https://docs.google.com>. In most of the questions it was possible to choose several answers, all the data obtained were calculated and rounded by the system automatically.

For 57.8% of the surveyed students, the preferred form of education is distance learning, 26.6% preferred the mixed form and 18.8% voted for full-time education.

Of the platforms that are used for distance learning, 37 students have chosen Zoom, 31 – Moodle, 24 – Google Classroom, 1 student chose "other".

According to the survey results, 57 students are satisfied with the distance course "Pharmacology", the rest are at a loss to answer, and there are no unsatisfied ones.

Of the difficulties associated with distance learning of pharmacology, 46 students noted the difficulty of memorizing the names of drugs, 24 – the mechanism of action, 13 students find it difficult to remember contraindications for use, 10 votes each for pharmacological effects, indications for use and "other".

When asked how it is easier for students to assimilate information, 34 voted for the presentation, 33 – for video lectures, 28 – for interactive games, 15 students are comfortable working with the text and 2 chose "other".

We also wanted to know which method is the most objective assessment of students' knowledge in their opinion. Testing received 42 votes, 33 – oral questioning, 24 – written assignment.

Conclusions and offers. After analyzing the results of the anonymous survey, we came to the conclusion that the majority of students of the School of Medicine of V. N. Karazin Kharkiv National University positively perceived distance learning in the study of the discipline "Pharmacology" and consider this form quite convenient and effective. We have taken into account the preferences of students regarding platforms for conducting classes, so the most commonly used combination of Moodle and Zoom. The course was finalized and filled with new materials, including educational videos, interactive games, presentations, tasks for self-control in various forms, etc. At the same time, we tried to make it as easy as possible for students to understand and memorize information that is difficult for them. When assessing the knowledge of students by teachers of the Department of General Practice – Family Medicine, a mixed system is used, such as: completing a written assignment, testing and oral questioning. Thus, the high assessment of the distance course "Pharmacology" developed by us suggests that constant feedback from students and the refinement of the course, depending on their needs and preferences, makes the learning process in the context of the COVID-19 pandemic as comfortable and effective as possible.

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АНАЛІЗ ОЦІНЮВАННЯ ДИСТАНЦІЙНОГО КУРСУ «ФАРМАКОЛОГІЯ» СТУДЕНТАМИ МЕДИЧНОГО ФАКУЛЬТЕТУ ХАРКІВСЬКОГО НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ ІМЕНІ В. Н. КАРАЗИНА В УМОВАХ ПАНДЕМІЇ COVID-19

У зв'язку з переходом на дистанційне навчання, викликане пандемією COVID-19, співробітниками кафедри загальної практики – сімейної медицини медичного факультету Харківського національного університету імені В. Н. Каразіна був розроблений дистанційний курс «Фармакологія», який постійно доповнюється, вдосконалюється і модернізується відповідно не тільки чинному законодавству і баченню викладачів, а й на підставі аналізу результатів анонімного опитування студентів з метою підвищення якості, ефективності та зручності навчання.

Ключові слова: дистанційне навчання, дистанційний курс, фармакологія.

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АНАЛИЗ ОЦЕНИВАНИЯ ДИСТАНЦИОННОГО КУРСА «ФАРМАКОЛОГИЯ» СТУДЕНТАМИ МЕДИЦИНСКОГО ФАКУЛЬТЕТА ХАРЬКОВСКОГО НАЦИОНАЛЬНОГО УНИВЕРСИТЕТА ИМЕНИ В. Н. КАРАЗИНА В УСЛОВИЯХ ПАНДЕМИИ COVID-19

В связи с переходом на дистанционное обучение, вызванное пандемией COVID-19, сотрудниками кафедры общей практики – семейной медицины медицинского факультета Харьковского национального университета имени В. Н. Каразина был разработан дистанционный курс «Фармакология», который постоянно дополняется, усовершенствуется и модернизируется не только согласно действующему законодательству и видению преподавателей, но и на основании анализа результатов анонимного опроса студентов с целью повышения качества, эффективности и удобства обучения.

Ключевые слова: дистанционное обучение, дистанционный курс, фармакология.