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PROBLEMS, PROSPECTS
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**EXPERIENCE IN ORGANIZING A BLENDED FORM OF EDUCATION
WITH FULL VISUALIZATION IN A SYNCHRONOUS ONLINE MODE
BASED ON MS TEAMS**

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Introduction. Distance learning is one of the modern and most topical forms of educational services. The need for qualitative organization of the distance learning process has shown up because certain part of the community that wants to learn is limited in the ability to do so traditionally. Distance learning is the interaction between the teacher and students at a distance that highlights all the components inherent in the educational process (purpose, content, methods, organizational forms, teaching aids) by specific means of the Internet technology [1]. The advantages and disadvantages of distance learning are the subjects of research by teachers around the world [1,2]. Given the best practices of educators, it can be stated that the most successful path for quality education is a combination of traditional and distance learning, - the creation of so-called "blended learning" [1,2]. Given the need for anti-epidemic measures, today's challenges aimed to prevent the spread of coronavirus infection COVID-19 are extremely relevant to distance learning and its improvement in higher medical education [3].

The purpose of the article. Analyze the common shortcomings of distance education, as well as the problems that teachers may have encountered in translating

the learning process online, show how they can be eliminated in a synchronous online mode with full visualization of all forms of learning.

Discussion. Scientific and pedagogical employees of the Zaporizhzhia State Medical University started working remotely following the regulations and the letter of the Ministry of Education and Science of Ukraine from March 11, 2020, № 1 / 9-154. Therefore, during the spring semester of 2019-20 academic year all forms of classes provided by the curriculum (lectures, practical classes, consultations, tests, exams), as well as debt testing, were conducted remotely for full-time and part-time students. The teaching staff of the departments in general has successfully mastered distance learning based on the cloud services of MS Teams.

Most of the university's teachers took part in the Innovative Teachers Program, which was certified by Microsoft in the field of education. Teachers of the departments used the material and technical support of the university, as well as personal laptops and other headsets. Moderators and teachers of the departments have created teams for lectures, differential tests, and exams (work with streams of students majoring in "Medicine", "Pediatrics", "Laboratory Diagnostics", "Pharmacy"). Also, teams of separate groups for practical classes with students of the corresponding specialties and forms of training were created. Finally, the information included in the teaching and methodological support and the educational process was archived at the end of the semester.

Generally, students of all specialties successfully processed and mastered the study materials provided by the work programs and according to the thematic plans of lectures, practical classes in the disciplines of the departments. This was evidenced by the results of the absolute and qualitative success of students.

The teachers of the department noted that the learning outcomes of distance learning are not inferior or even superior to the results of the traditional form of learning. Most of the study material was studied by students independently, which helps to improve the ability to analyze, systematize, memorize relevant topics. For students who have sufficient motivation to study, the transition to distance learning did not cause a significant problem.

Constant communication with teachers and the ability to communicate individually if necessary, the availability of educational materials, and other benefits of online learning have contributed to the fact that the necessary knowledge of the disciplines of students received at a sufficient level. Disadvantages that are common to distance learning are insufficient visual contact between the teacher and the whole group during lectures, and especially during control activities; possibility of technical failures, etc.

To implement the measures recommended by the regulations of the Cabinet of Ministers, the Ministry of Health, the Ministry of Education and Science of Ukraine to prevent the spread of coronavirus COVID-19 in Ukraine, the letter of the Ministry of Education and Science of Ukraine from 12.10.20. №1 / 9 - 576, by the normative - legal documents of ZSMU, the educational process at the university is organized remotely taking into account all the positive aspects and eliminating possible shortcomings of this form of education, as well as previous personal experience. Given the capabilities of electronic resources of departments, the educational process is organized synchronously with the full visualization of all forms of education. With this approach, there is a clearer implementation of all forms of learning. For high-quality lectures, modern online lecture halls (OLA) have been created, in which the teaching staff of the university has the opportunity to work comfortably using the latest technologies, which allow eliminating such a lack of distance education as lack of communication, visual contact between students and lecturers. During the lecture, it is possible to communicate with the participants of the educational process. Such work in lectures disciplines and motivates students, they feel that the learning process is constantly guided and controlled.

Another specialty of quality distance education is the need for high motivation to study, which unfortunately not all students have, especially for students in the first year of study. We analyzed the experience of leading teachers on this issue [1], which found that to create motivation in distance learning requires [4]: *students 'assessment at the beginning* (basic training of students, expectations from the study of the discipline); *clear learning objectives* (students need to know exactly where they will

need what they are learning); *interesting training course* (content must be carefully selected); *significance in the knowledge acquisition* (students must have practical sense); *the relevance of the course and the real feedback*, which is a psychological factor. Feedback should be regular, informative, and meaningful.

Therefore, there is no doubt that in online learning, the interaction of "teacher-student" should be in the first place. Implement better communication between participants in the learning process is possible with synchronous learning with process visualization. It is necessary allow students to express their expectations about the course (this can be done in the first practical lesson through an interview, questionnaire). To increase motivation, students need to always know why they are studying a particular discipline in the whole educational process, why to study a certain topic to master a particular discipline.

The teacher should always maintain, emphasize vertical and horizontal interdisciplinary connections. Motivation increases when students clearly understand the work process. The departments of our university have pages that have syllabuses from the disciplines studied at the departments. Students have the opportunity to see and work with documents that regulate the educational process, namely: the structure of the course, a list of topics and tasks, assessment criteria, and more. Also, students have access to all course materials, namely: presentations of lectures, textbooks, databases of test questions, answers to typical questions, instructions for exercises, and tasks. Undoubtedly, the role of the teacher in creating positive motivation is difficult to overestimate.

For the educational process to be fully visualized, communication between students and the teacher should be constant. Providing the necessary explanations, answering questions, regulating the process of discussing issues between students in the group, structuring the learning process, organizing independent work –it's a list of functions performed by the teacher in the classroom that can be widened more and more. One of the strongest motivations for learning is personal progress, so the teacher should try to emphasize the personal development of the students in the feedback.

Insufficient visual interaction, especially during control activities, is identified by our teachers as one of the shortcomings of distance education. "It should be noted that the use of technical means does not give a full guarantee of academic integrity. It is better to accept the fact that we take the so-called "open book tests", so that students will use available sources, and we must take this into account when compiling the questions (MES), which we submit for control.

Analyzed and took into account the recommendations of leading specialists (MES), teachers of departments developed materials on the control of students' knowledge, namely: formulation of the content of tasks so that the finished answer is not so easy to find in available sources; give tasks that require analysis, comparison, evaluation of a phenomenon; for test questions to limit time for tasks, to randomize questions and the order of answer options).

Conclusions. In general, the organization of high-quality modern distance learning requires all participants in the educational process, namely from the university administration, from the teaching staff, from students of hard work. All aspects of training need attention: from the technical support of the educational process to the direct organization of training.

Therefore, to meet the challenges of the time, distance technology in the system of higher medical education must be constantly improved, in particular through the use of modern educational platforms, high-quality methodological content of web resources, the introduction of the quality control system for distance learning.

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