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Top Topic BEP-2021: «Development of distance education and digital technologies in education»

The Proceedings are intended for scientists, teachers, graduate students, entrepreneurs and students.

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THE ROLE OF INNOVATIVE TEACHING METHODS IN THE PROCESS OF TEACHING CLINICAL DISCIPLINES DURING A PANDEMIC AND QUARANTINE: OWN EXPERIENCE

***Keywords:** distance learning, pandemics, portfolio, online courses, video lectures, electronic complexes.*

Introduction. The modern educational process, especially during the pandemic and quarantine, requires extensive use of information technologies, which allows to increase and improve the efficiency of knowledge acquisition [1,2]. COVID-19 encourages higher education institutions in Ukraine to implement innovative solutions in a relatively short period of time and to introduce distance learning using various web servers, platforms, resources and social networks [2]. Today, in the context of the COVID-19 pandemic, student work is carried out with the support of the teacher in a mixed format, so many teachers, administration representatives, students sincerely seek to adapt to new conditions [1-5] and try to make extensive use of various distance learning education opportunities.

Main part. Zaporizhzhia State Medical University has all the necessary conditions for students to study during the COVID-19 epidemic: appropriate logistics, distance education center, training and simulation center, lecture halls with modern equipment and webcams. Lectures are held exclusively online using the Microsoft Teams service in specially equipped classrooms. It should be noted the high efficiency of the new format: all students connect to the virtual audience in time, the teacher teaches a material with a visual demonstration in the form of a presentation, during the

lecture students are tested through a virtual survey upon the questions regarding the lecture material, students have the opportunity to ask questions.

In order to organize effectively the work with students during the pandemic COVID-19 at the Department of General Practice - Family Medicine and Internal Diseases of Zaporizhzhia State Medical University all the necessary conditions are created:

- 18 online courses for students of different specialties and years of study have been introduced, 13 of which are designed for independent work of students and 5 are elective courses. Online courses are created on the basis of the EdX platform, students receive certificates or provide screenshots of progress from the selected online course as a part of educational portfolio. Completion of online courses for independent work is a necessary condition for admission to the final module control, and the successful completion of the elective course gives the student the opportunity to improve their grade for the discipline;

- a database of 78 video lectures and 4 videos have been archived, which is also posted on the YouTube channel of the Department and is included in each online course, which made it possible to make online courses interactive and visual. In the videos, the staff of our Department demonstrates the correct method of performing a physical examination for various pathologies of internal organs, some instrumental and laboratory studies. Video lectures are created in accordance with the work programs of the disciplines and provide students with up-to-date information on various aspects of the study of family medicine and internal medicine.

- 14 electronic educational-methodical complexes (EEMC) are successfully used for students of different clinical specialties, which are taught in Ukrainian and English, consider the specifics and individual features of the educational process. EEMC for each discipline contains methodical and educational materials, means of knowledge control, materials for independent preparation and research work of students, a database of video lectures and videos from the relevant course, which was created by the staff of the Department. The introduction of EEMC in the educational process increases the level of students' interest in the discipline, helps to deepen the

understanding of educational material, promotes the formation of information competencies (search for information from various sources and the possibility of critical thinking), forms a basic understanding of self-education and expands independent work, determine the content of their educational activities and find ways to implement it), which contributes to the quality of mastering the discipline [6].

Practical classes are conducted in video format using the Microsoft Teams service. Assessment is comprehensive and takes into account the current success, the amount of independent and individual work, compiling an educational portfolio. In the process of studying the discipline at the Department of General Practice - Family Medicine and Internal Diseases, each student forms a personal portfolio. It includes the following elements: answers to situational and test tasks in accordance with the topic of the practical lesson; certificates of successful completion of online courses; workbooks that contain filled documentation of the family doctor, ECG analysis, spirometry, X-rays, etc., developed by the student algorithms for providing medical care for the most common diseases of the internal organs; created rehabilitation programs; protocols of curation of thematic patients in the departments of clinical bases of the Department; presentations and reports on the chosen topic of independent work. In our opinion, the portfolio method complements traditional assessment tools aimed at verifying the reproductive level of material acquisition, factual, algorithmic knowledge. The purpose of the portfolio is to accumulate achievements, track the progress of training, presentation of activities and professional development for a separate period of time [5].

Thus, working on a portfolio allows the teacher not only to control the learning process, but also to use different types of help (stimulating confidence, showing a sample, demonstrating the work of a classmate, etc.) and motivating students (increasing scores on final module control). The importance of using the portfolio as a means of assessing student achievement is connected, in our opinion, with certain advantages of this method: in the process of compiling a portfolio, the student is an active participant in the assessment process, which aims to track progress in learning; the portfolio allows to take into account the most various results of activity of the

student; contributes to the formation of an analytical approach to learning, when students are asked to comment on each task of the portfolio in the process of interactive communication; promotes the cooperation of student and teacher in the educational process; gives teachers the opportunity at any time to maintain constant control over the educational and cognitive activities of students, and students, in turn, □ to exercise self-control, which allows to eliminate possible gaps in knowledge; to understand what successes they have achieved during the independent acquisition of knowledge, to identify shortcomings; control over the work on the portfolio gives the teacher the basis for an individual approach, which contributes to the growth of quality learning indicators of the student [5].

Conclusions. Thus, the introduction during the COVID-19 pandemic of various distance technologies in the work of departments of medical universities in the study of clinical disciplines changes the role of the teacher, who becomes a mentor-consultant and coordinates the learning process, constantly improves innovative methods, and increases the level of individual psychological readiness of students for independent learning, the degree of mastery of relevant competencies, promotes the development of discipline and self-organization, as well as professionally significant personality traits.

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