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МІЖНАРОДНИЙ НАУКОВО-ІННОВАЦІЙНИЙ ПРОСТІР»
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INTEGRATION
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О 72 **Освітні і культурно-мистецькі практики в контексті інтеграції України у міжнародний науково-інноваційний простір** : збірник тез доповідей II Міжнародної науково-практичної конференції студентів та молодих вчених (м. Запоріжжя, 13-14 травня 2021 р.) / за заг. ред. В. В. Нечипоренко. Запоріжжя : Вид-во Хортицької національної академії, 2021. Т.2. 280 с.

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Збірник містить тези доповідей учасників II Міжнародної науково-практичної конференції студентів і молодих вчених «Освітні і культурно-мистецькі практики в контексті інтеграції України у міжнародний науково-інноваційний простір», приуроченої до Дня науки в Україні та організованої науково-педагогічним колективом Хортицької національної академії у співпраці з українськими і зарубіжними партнерами. Опубліковані тези доповідей розкривають специфіку й інноваційний досвід розв'язання актуальних проблем освітніх і культурно-мистецьких практик у глобальному громадянському суспільстві з урахуванням наукових досліджень і практичної діяльності у галузях початкової освіти, корекційної педагогіки, спеціальної психології, фізичної терапії, ерготерапії, соціальної роботи та соціальної педагогіки, сучасних тенденцій розвитку мистецтва, дизайну, соціально-гуманітарних наук, менеджменту та туризму.

Збірник адресовано науково-педагогічним працівникам, аспірантам, студентам і широкому колу фахівців суспільно-гуманітарного профілю.

Редакційна колегія може не поділяти концептуальні ідеї авторів та інтерпретаційні підходи, репрезентовані у змісті тез. Відповідальність за достовірність поданих матеріалів, наведених цитат, статистичних та емпіричних даних несуть учасники та їхні наукові керівники згідно з юридичними й етичними нормами академічної доброчесності.

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PROCEDURE FOR APPLICATION OF REMOTE EDUCATIONAL TECHNOLOGIES BY UNIVERSITY TEACHERS

Building education in the latest context, modernization of all its components is becoming a priority. Ukraine has clearly defined the guidelines for entering the educational and scientific space of Europe and is now improving educational activities in the context of European requirements. It has taken specific steps for practical integration into the Bologna Process. The main task for the transition period is to implement the European Credit Transfer System (ECTS) provided for in the Bologna Declaration [1, p.10]. It is seen as a means of increasing student mobility during the transition from one curriculum to another. ECTS should become a multi-purpose tool for recognition and mobility.

One of the most important indicators is the level of students' knowledge of the disciplines being studied. The most objective means of assessing the level of knowledge is currently considered to be tests that allow impartial assessing of students' academic achievements. We tried to determine which of the methods for assessing student performance will be most effective: test assessment, oral assessment by the teacher or a combination of the two.

Today, we have the opportunity to observe how in Ukraine, and not only, there is an active modernization of the educational process in the preparation of future medical professionals. This innovation is the use of distance learning on the basis of the traditional one, which must justify its benefits through the use of modern information technology and to create competitive professionals – those who will be in demand by society due to their professional qualities and individual motivational traits [2, p.29].

Certainly, the online course system has a much wider range of advantages than disadvantages. First of all:

- ability to study in comfortable conditions at any convenient time, which creates one of the circumstances of individual approach to the student;
- access to independent, more focused study of the material;
- the use of e-learning guides, audio or video educational information materials that complement the individual approach to memorizing information according to the predominance of a particular type of memory;
- reviewing, analyzing those laboratory works, the implementation of which is difficult in practical classes;
- quick knowledge testing by an automatic system using various blocks of tests;
- solving written non-standard tasks, which are evaluated automatically or sent to the e-mail of the supervisor or other teacher responsible for it;
- the opportunity to use during the training not only the materials provided on the course, but also independently to find information on the Internet;
- providing online consultations, discussions with teachers and students, video conferencing, which is very convenient and financially advantageous in the remote location of these meetings;
- development of students' outlook through the introduction of not only standard theoretical material into the system of learning, but also the use of information on recent recent developments. That is, the training course should not be outdated, which is often observed in the traditional training system;

- development of such individual qualities as motivation skills, purposefulness, self-organization, self-study and ability to be responsible for the decisions made [3, p. 5].

However, no matter how attractive and quantitatively outweighing these advantages may seem to be, one should think about the specific negative disadvantages with ripening potential consequences:

- First of all, it is the lack of practical experience that is so important for the courses, especially in the clinical departments. "Practice without theory is more valuable than theory without practice," said Mark Fabius Quintilian. The practical aspect of the first courses plays an important role in the formation of clinical thinking in students [5, p.23]. Therefore, distance learning in this aspect is extremely ineffective.

- Lack of direct, lively contact between students and teachers. This question is quite debatable, since the quality of the knowledge gained in this aspect depends directly on the student, his / her preferences for mastering the material from the teacher or in independent work, as well as from the teacher himself - whether he / she aims to provide qualitative and accessible knowledge. However, despite this discrepancy, the great advantage is that in the event of misunderstanding of the material, the student is able to consult directly with the teacher.

- Lack of motivation to take online courses, which again arises from insufficient contact with teachers to create an incentive to study. This problem is especially true for young people who have not yet decided on their future profession;

- Despite being able to do distance learning alongside the conventional one at any comfortable time, there is still a problem of time scarcity. Since traditional learning implies students' independent work, a set of lectures, like online lectures, a block of practical classes and seminars, from which distance learning borrowed only test control and again independent work on written or oral assignments.

- Another disadvantage is the form of assessment of students' knowledge. First, since distance learning is impossible to trace to those who actually took the course. Secondly, the convenient use of other sources of information or the Internet directly during the passing of the test tasks and the final module. This schedule is not effective because students' knowledge is not carefully evaluated.

Methods and materials: The methods used to achieve this goal include conducting an experiment and analyzing it. The students' average score has been chosen as an indicator of the quality of education [6, p.116].

Three groups of students have been identified, 30 people each. The first one has been given tests and was questioned by teachers throughout the whole month, the knowledge of the second has been tested only subjectively by teachers and the third one has been given only tests. The progress of students in the discipline "Hygiene and Ecology" has been taken into account. Below are the results of the study.

Table 1. Change in student performance depending on the method used for assessing the quality of knowledge.

	Test + oral examination	Only oral examination	Only tests
Average score before research	4,0	4,1	4,0
Average score after research	4,5	4,3	4,0

Conclusions. It is worth considering whether online courses which provide only theory are required for medical students.

However, this does not mean that online courses are completely useless, they are needed by young ambitious people who seek to strengthen and supplement their knowledge, needed to integrate students, teachers and other stakeholders for the purpose of conducting online discussions and conferences. Distance learning will have a positive impact on the formation of competitive professionals if the conditions and structure of its conduct are improved, in close cooperation with the traditional form of training.

Tests only cannot assess the depth of knowledge and have an element of luck in them, while using only oral examination takes more time, which could have been spent explaining the material and is much more subjective. Combining these two methods shows the best result. Test can cover a large amount of material, puts each student in the same conditions, and the standardization of the conduction and assessment criteria of the test control makes it an objective method of assessment. However, the use of the oral exam can assess the depth of student's knowledge, its flexibility and the ability to use it, which is very important for medical

students. Moreover, the element of luck and memorization of the material is excluded, because in order to pass the exam, the student needs to understand the material, and not just memorize it, as for the test part.

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GENESIS OF THE DEVELOPMENT OF THE TERM CERVICITIS

The semantic research was carried out in the field of gynecology. We consulted with specialists, namely the obstetrician-gynecologist V. Orlova and the obstetrician of the examination room from the medical and sanitary care center No. 3 V.N. Stepanyuga. The specialist considers the most common diseases of the female genital area in Mariupol hospitals are: cervicitis, erosion of the cervix, cervical cancer. This led to the actuality of the research.

The aim of the research is to investigate the genesis of the term cervicitis in the semantic aspect.

Cervicitis – inflammation of the cervix (from the *Latin. Cervix – cervix*) when a pyogenic infection enters its canal (usually after complicated childbirth and abortion); [3] which are a common cause of cervical erosion. The disease progresses against the background of bacterial, fungal or viral flora. It proceeds in acute and chronic forms. The main symptoms are characteristic of inflammatory gynecological pathologies; itching, painful urination, purulent discharge. The pathogen establish, help smears. Diagnosis and treatment of cervicitis in women is provided by a gynecologist [2]. Let's consider the diagnosis from the semantic point of view: *Cervicis neck, cervix + -it.*

Cervical ectropion is a condition in which the cells from the 'inside' of the cervical canal, known as glandular cells (or columnar epithelium), are present on the 'outside' of the vaginal portion of the cervix. The cells on the 'outside' of the cervix are typically squamous epithelial cells. Cervical ectropion is an outdated. Modern analogue of which is "*ectopia*" of the cervix [4]. Let's consider the semantic side of the issue. From *lat. erosio "erosion"*, further from *Ch. erodere*, further from *erodere*; the first part – from *ex "from, outside"*, from the Pra-Indo-European "*eghs ("out")*"; the second part – from the *rodere ("gnaw")* [6], then from an unidentified