

**МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ
ЗАПОРІЗЬКИЙ ДЕРЖАВНИЙ МЕДИКО-ФАРМАЦЕВТИЧНИЙ УНІВЕРСИТЕТ**

ЦЕНТРАЛЬНА МЕТОДИЧНА РАДА

МАТЕРІАЛИ

**НАВЧАЛЬНО-МЕТОДИЧНОЇ КОНФЕРЕНЦІЇ
ЦЕНТРАЛЬНОЇ МЕТОДИЧНОЇ РАДИ ЗДМФУ**

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PECULIARITIES OF DISTANCE LEARNING OF NEUROLOGY FOR DOCTORS - INTERNS IN MARTIAL LAW

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Introduction. Under martial law, distance learning for medical interns at the Department of Neurology of Zaporizhzhia State Medical and Pharmaceutical University has become important.

Distance learning forms [1] can and is able to intensify the theoretical training of neurology interns [2]. The introduction of innovative approaches based on distance learning forms [3] in the educational process creates conditions for the interaction of the teacher and the intern with each other at a distance, which reflects all the inherent components of the educational process (goals, objectives, methods and means of education), implemented through internet technologies [4, 5, 6].

The main part. Currently, at the Department of Neurology of the ZSMPhU, an important part of distance learning is lectures, practical and seminar classes in online mode using the Teams application from Microsoft Office 365 according to the training plan for neurology interns and the schedule.

Conducting distance learning forms the using the Teams application from Microsoft Office 365 has certain features and advantages. The Teams application from Microsoft Office 365 allows conducting various forms of classes: video lectures, practical classes, consultations, and various forms of written knowledge control.

Nevertheless, one should accept that during the written control, doctor intern neurologist provided "Tasks" (with or without a pattern), in which the intern either created and sent the teacher an MS Office Word document or filled out a document pattern and returned it to the teacher. In this version of the assignment, it was convenient for the teacher to highlight mistakes, write comments to the neurologist intern's answer directly in the written work, which the intern would immediately see after returning the written work with the grade.

It should also be noted that while working with the test tasks created in the Forms application, the instructor had the opportunity not only to check the interns' work sequentially or view the results of automatic checking, but also to analyze these works. Therefore, the teacher was able to compare the answers of all interns to each individual question with an "open answer", which can reveal systematic errors or dishonesty of interns in writing (plagiarism), etc. Based on the results of the test, the teacher was able to evaluate which topics or individual aspects caused the most difficulties for the interns, what remained unclear about the topic, and also to assess the validity of the tests.

One of the most striking features of working in Teams was that when creating assignments, the teacher was able to manage the timeframe for the intern to complete the assignment.

Another convenient feature of the application is the generation of an automatic group gradebook, in which the system records all the results of assigned tasks, which allowed the teacher to evaluate the overall performance of the intern throughout the entire training period.

An important advantage of video conferencing in the MS Teams application was the ability not only to use pre-prepared presentations and visual materials for lectures, practical and seminar classes, but also the possibility of interactive "screen demonstration" by the teacher during the class and the use of a "whiteboard". It is important to note that use of this service is perfectly combined with the development of practical skills in interactive systems such as the Body Interact virtual patient, when the intern can perform actions under the supervision of a teacher in the MS Teams video conferencing system with further discussion of errors.

We also conduct online consultations with interns, where the teacher discusses individually specific questions on the topic being studied that the interns has. In addition, we use other forms of distance learning in the form of video lectures, text documents and presentations; methodological development for self-study in the form of a teaching aid for each specific topic of a practical class or seminar, which fully covers the topic under study; basic and additional literature on the topic under study, with modern literary sources of domestic and foreign authors; author's materials in electronic form (articles, textbooks, periodicals, etc.). All materials are presented on the department's website and are open for free access.

In order to provide an individual approach to the theoretical training of interns, the Department of Neurology also uses certain forms of distance learning. This includes the presentation of information materials in electronic form on the topics studied in accordance with the training program (methodological and teaching aids, guidelines, information materials, legislative and regulatory documents governing the activities of the neurological service, etc.) Also, the teacher develops topics for independent preparation of abstracts (in the form of text or presentation materials) with subsequent review and discussion in seminar classes. Individual text-based variable control tasks on specific topics ("Cerebral strokes", "Demyelinating diseases of the nervous system", "Diseases of the peripheral nervous system", "Vertebrogenic diseases", etc.) with sending to the MS Teams addresses of interns with their subsequent checking and summarizing. In addition, interactive synchronous (on-line) lectures on the subject matter being studied on the basis of a professional Internet resource. Asynchronous webinar lectures and remote master classes using MS Teams. Testing and solving situational tasks on topical issues of neurology using MS Teams are also conducted.

Conclusions. To draw the conclusion, one can say that training with the use of modern software and hardware ensures high efficiency and clarity of the material presented. On the whole the modernization of the educational process through additional electronic educational resources that can be used in the full-time educational process allows the status of the university and the department to meet the modern requirements of informatization in the educational process under martial law.

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