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**СОВРЕМЕННЫЕ ТЕНДЕНЦИИ  
ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА  
В МЕДИЦИНСКОМ УНИВЕРСИТЕТЕ**

*Сборник материалов  
научно-практической конференции  
с международным участием*

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**С 56** **Современные** тенденции образовательного процесса в медицинском университете [Электронный ресурс] : сборник материалов научно-практической конференции с международным участием / отв. ред. В. В. Лелевич. – Электрон. текстовые дан. и прогр. (объем 3,5 Мб). – Гродно : ГрГМУ, 2020. – 1 электрон. опт. диск (CD-ROM).  
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*В материалах научно-практической конференции с международным участием «Современные тенденции образовательного процесса в медицинском университете» представлены работы преподавателей высших учебных заведений Беларуси, ближнего и дальнего зарубежья, посвященные актуальным проблемам образовательного процесса в медицинском вузе. Содержащаяся в сборнике информация будет полезна широкому кругу читателей: научных сотрудников, аспирантов, преподавателей вузов медицинского и биологического профиля, работников практического здравоохранения, интересующихся вопросами совершенствования учебного процесса в высших учебных заведениях.*

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изучения метаболических нарушений, как наследственно определенных состояний, так и фоновых состояний при развитии инфекционного процесса.

## **HOW TO ARRANGE DISTANCE EDUCATION USING ON-LINE PLATFORMS?**

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The current and transient trends of the educational space impose certain pedagogical requirements on the higher education institution teacher. Firstly, it means the ability to work with students effectively and remotely, also, to be familiar with technology and media literacy, as that is 21st century important educational skills. Nowadays, every teacher in Ukraine has a question: how to arrange students distance education in the long-term quarantine? Let's consider the tools for distance learning that will allow you to organize the educational process for students and teachers. The objective is not only to provide the study material, but also to assist and track the students' learning process. In addition, to support the motivation of students during quarantine, the process of learning must be interactive.

ClassDojo is a closed educational social network developed by British teachers and IT technologists, which has a high degree of personal data protection. This platform is adapted for desktops, laptops, tablets and smartphones (the latter of which will need to download the application) [3]. Working principle is simple and convenient: the teacher registers on the platform, creates his "Classroom", adds students and sends them links to "Classroom". Communication between teachers and students is as follows: "Classroom" members see chronological publications from the teacher. It's a bit like the news we all have on social media. The teacher will be able to attach PDFs and links to web resources. A separate platform option is to create tasks of four types. Student can do the job and attach a file or draw a job, take a picture or shoot a short video. The teacher can see what task the student did. A significant advantage of this platform is the ability to communicate with students on the "Classroom" page: after the establishment of a post, students can comment on it. An interactive advantage is the gamification of learning. Each student receives a monster avatar. The task of the monster is to collect points for the task. For each task teacher assigns a certain number of points for the student.

Google Classroom is a free service that anyone with a Google Account can use. The teacher enters the system and creates his own "Classroom", where he can publish educational materials, give assignments and communicate with students [1]. Your "Classroom" link should be sent to all students. If student use the platform on their smartphone, he must download the application with the same name. Therefore, the teacher provides consistent tasks in the "Classroom" and students are able to

comment on these tasks and to see all the necessary links and their assessments. It all posted on one page and it is definitely more convenient than communicating using Viber groups.

Another important question is the format of students passing the test and practice task to the teacher. First of all, it is necessary to agree with the students on the form in which they will paper due (it depends on the format of the task). It is convenient to submit any written work in the Google Docs. Also, the Padlet platform is easy to use [2]. The teacher creates a task and "attaches" it to a common board as a sticker, in which the student can print, attach files and videos. After completing a task, students have the opportunity to comment on one or two classmates' jobs.

Microsoft Teams is a corporate platform that is part of Office 365. The platform is performed to work on personal computers, tablets and smartphones [4]. You can log in via a browser or through a free application. The teacher creates a separate "Team" for each group of students and they are simultaneously notified that they are members of the relevant "Team". Teacher and students can communicate in a general chat, exchange educational files and links to web resources. Preliminary planning and holding of video conversations is possible. Each conversation can be recorded and stored in a chat, so all team members have the opportunity to view it at any time. The Microsoft Teams is convenient for testing. The teacher creates assignments by attaching the tests, selects the time when the tests will become available to students, and determines the deadline. All student scores are automatically recorded in the Teams e-journal after testing. Each user of the platform has a personal schedule, which shows all the planned practice sessions, video conversations, etc. The platform is easy to learn, convenient for both students and teachers.

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