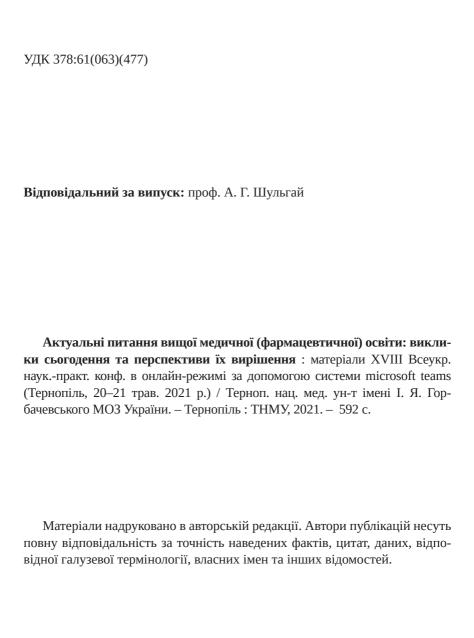
## МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ ТЕРНОПІЛЬСЬКИЙ НАЦІОНАЛЬНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ ІМЕНІ І. Я. ГОРБАЧЕВСЬКОГО МІНІСТЕРСТВА ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ

# АКТУАЛЬНІ ПИТАННЯ ВИЩОЇ МЕДИЧНОЇ (ФАРМАЦЕВТИЧНОЇ) ОСВІТИ: ВИКЛИКИ СЬОГОДЕННЯ ТА ПЕРСПЕКТИВИ ЇХ ВИРІШЕННЯ

Матеріали XVIII Всеукраїнської науковопрактичної конференції з міжнародною участю в онлайн-режимі за допомогою системи Microsoft Teams

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Every year distance education becomes an increasingly important topic for discussion, as more and more innovative technologies appear that can be involved in the educational process to improve its quality, as well as in case of force majeure. However, in our opinion, distance education should not displace the traditional form of education in universities, but can only be a timely complement.

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### BLENDED LEARNING MODEL DURING THE COVID-19 OUTBREAK: METHODOLOGICAL ASPECTS OF TEACHING INTERNAL MEDICINE

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**Introduction.** Blended learning as an important tool of education in modern conditions is directly related to the introduction of new pedagogical methods, which are based on combining traditional approaches to the organization of the educational process and information technology of distance learning. The attractive aspects of such training are the combination of different technologies into a single integrated learning approach. In this case, the presentation of educational materials can take place as part of online lectures or distance learning course, which involves independent work of the student, and in direct discussion, which takes place during classes in real time using distance learning services. This tool is especially important due to the COVID-19 outbreak.

**Main body.** The format of teaching the discipline of "internal medicine" has changed due to the implementation of quarantine. The introduction of the blended form of training was carried out with the help of the online service Microsoft Teams and related programs, as well as electronic resources of Zaporizhzhia State Medical University. Thanks to the coordinated work, the

transition to the distance form took place in a short time and did not lead to delays in the learning process.

Classes in internal medicine at the department continued in accordance with the approved thematic and calendar plans in compliance with the schedule of the educational process regarding the time of beginning and duration of classes. To ensure the proper level of training and control of results all teachers independently created test task packages in the MS Forms Ssrvice, conducted real-time classes in MS Teams, used MS Calendar and MS Skype for Business services. It should be noted that the vast majority of students reacted responsibly to changes in the format of education and completed tasks on time. The teacher's work on the topic of practical training required even more time than spent in the classroom. This may involve additional time for individual assignments and tests, testing and discussion of student's mistakes. On the other hand, such an increase in the share of individual work with students in the distance mode cannot help but maintain the quality of the educational process. Ensuring an adequate level of training is also associated with a significant amount of methodological work. When comparing the results of blended learning with the previous academic year, when students studied under the same program, but in person, it turned out that the indicators of absolute success and the average score for the discipline remained at the same level.

**Conclusion.** Blended learning, in which the student acquires knowledge both independently and in contact with the teacher, is more active on the part of the student, gives him more cognitive opportunities. This approach allows the teacher to control the time, pace and way of studying the educational materials.

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