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Современные проблемы формирования здорового образа жизни
студенческой молодежи

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Современные проблемы формирования здорового образа жизни студенческой молодежи : материалы III Международной научно-практической интернет-конференции, 8–9 октября 2020 г., Минск, Беларусь / БГУ, Фак. социокультурных коммуникаций, Каф. экологии человека ; [редкол.: И. В. Пантюк (отв. редактор) и др.]. – Минск : БГУ, 2020 г. – 192 с. : ил., табл. – Библиогр. в тексте.

В сборник включены материалы III Международной научно-практической интернет-конференции «Современные проблемы формирования здорового образа жизни студенческой молодежи», в которой приняли участие представители учреждений образования, культуры, здравоохранения Беларуси, России, Украины. Рассматривались вопросы поддержания и сохранения уровня физического здоровья во время пандемии; проблемы безопасности жизнедеятельности и формирования культуры здорового образа жизни при подготовке специалистов; освещались психолого-педагогические, экологические и философские аспекты здоровья, физической культуры и спорта у молодежи.

Материалы конференции предназначены для преподавателей, учителей, научных работников, специалистов в области валеологии и здравоохранения, аспирантов, магистрантов, студентов.

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**НОВЫЕ СОЦИАЛЬНЫЕ И ПРОФЕССИОНАЛЬНЫЕ
КОМПЕТЕНЦИИ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ ВУЗА
В СВЯЗИ С ВНЕДРЕНИЕМ ИННОВАЦИОННЫХ
МЕТОДОВ ОБУЧЕНИЯ**

**NEW SOCIAL AND PROFESSIONAL COMPETENCES
OF THE UNIVERSITY EDUCATIONAL ENVIRONMENT
IN CONNECTION WITH THE INTRODUCTION
OF INNOVATIVE TEACHING METHODS**

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В статье рассмотрена актуальная проблема активного внедрения в программы обучения вузов системы дистанционного обучения как одного из новых педагогических условий подготовки конкурентоспособных специалистов. Кроме того, дано обоснование субъективному отношению к данному новшеству и прогнозирование возможных последствий по влиянию онлайн-курсов на качество подготовки будущих специалистов высших учебных заведений.

Ключевые слова: дистанционное обучение; высшее образование; компетенции; проблема качественной подготовки.

The article deals with the actual problem of the active introduction of distance learning systems in medical schools as one of the new pedagogical conditions for the training of competitive specialists. In addition, the subjective attitude to this innovation is justified and the possible consequences of the impact of online courses on the quality of future physician training are predicted.

Key words: distance learning, education, competencies, the problem of quality training.

The main presentation of the material.

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, is improving educational activities in the context of European requirements,

has taken concrete steps for practical accession to 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 to impartially assess the academic achievements of students. We tried to determine which of the methods for assessing student performance will be most effective: test assessment, oral assessment by the teacher or the combination of 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 - the use of distance learning on the background of traditional, 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 these advantages may seem to be and quantitatively outweighing, 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 on this side 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 or 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 traditional 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 [6, p.117].

Methods and materials: The methods, used to achieve this goal, have

included conducting an experiment and analyzing it. The student's average score has been chosen as an indicator of the quality of education.

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 thinking about whether online courses are required for medical students who provide only theory.

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.

Using only tests cannot appreciate the depth of knowledge and has an element of luck in it, 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 memorize, as for the test part.

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ВЫСШЕЕ ОБРАЗОВАНИЕ В ИННОВАЦИОННЫХ ЭКОСИСТЕМАХ

HIGHER EDUCATION IN THE INNOVATION ECOSYSTEMS

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Высшее образование традиционно рассматривается как двигатель инноваций и катализатор устойчивого развития, интеграция данных ролей в систему отражается в участии высшего образования в инновационных экосистемах. В статье рассматривается общая структура отношений между высшим образованием и инновационной экосистемой. При разработке концептуальной основы предлагается определение инновационной экосистемы и выделяются три роли университета в инновационных экосистемах, основываясь на обобщении соответствующей литературы.

Ключевые слова: высшее образование; университет; инновационная экосистема; цифровое общество; инновационные сети.