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THE IMPORTANCE OF THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS OF A MEDICAL UNIVERSITY IN THE FORM OF DISTANCE LEARNING

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Introduction. Health care reform in Ukraine requires the training of highly qualified medical personnel. Today, higher medical education is based on a competency-based approach, which provides for the improvement and optimization of the educational process and is ensured by the use of modern methods and technologies. Higher education is gradually moving from the transfer of information to the guidance of students mastering the skills of independent work, which is a special form of educational activity and is aimed at developing students' independence, their assimilation of a set of knowledge, skills, and abilities [1].

The purpose of independent work is the acquisition of additional knowledge by students in academic disciplines, verification of the acquired knowledge in practice, the development of certain research and professional skills and abilities. Independent work, in which the student learns the necessary knowledge, masters the skills and abilities, learns to work systematically, to think, forms his own style of mental activity, is extremely important in the educational process.

Thanks to the controlled independent work of students and the possibilities of modern information and communication technologies, universities have the potential to prepare a future specialist. A modern competent specialist must be educated, mobile, capable of continuous self-education, self-improvement and raising the level of knowledge [2].

From the point of view of the effectiveness of the educational process, many students note a lack of self-organization skills, however, this is of the greatest concern to younger students. Therefore, it is necessary to teach freshmen the basics of self-organization, the construction of individual trajectories, the ability to learn.

It is important to teach students to take notes on time or immediately after reading (listening) information, and not postponing it "for later". In order for the completion of assignments to be successful, students need to not only complete all assignments within the program, but also use additional literature. In addition, additional consultations are provided, in which the teacher answers students' questions, gives recommendations on additional literature. Only such cooperation between a teacher and a student will give fruitful results and will lead not only to the successful mastering of the discipline, but will also add many strokes to the development of the student as a person and a future successful professional [3].

The intensification of learning processes, the transition to methods in which students must learn to learn independently, increase the component of independent work. Therefore, the organization of such work at the modern stage of development of higher education is of particular importance. Independent work takes a special place in the preparation of a future doctor [4]. The policy in the field of higher medical education is characterized by a continuous search and implementation of innovative pedagogical technologies. The main goal of this process is to improve the quality of education of future medical specialists who are able to flexibly adapt in the modern information space [5].

Purpose of the work: to analyze the organization of independent work of students of Zaporozhye State Medical University (ZSMU) in a distance learning format.

Object and research methods. The object of the research is ZSMU students, their skills of self-organization and ability to study in the format of distance learning in quarantine mode. During the work, the analytical method and the method of logical generalization were used.

Research results and their discussion. Our medical university has been working on the development of computer technologies in education for almost twenty years. At first, the distance learning platform RATOS was introduced in individual departments. Then, the departments and divisions of the university began to systematically use video conferencing for organizing distance lectures and scientific conferences based on the MS Lync server [6].

The university has started using the online learning systems MOODLE since 2010, and since 2016, moved to edX, as a more understandable system for course developers who are teachers of a medical rather than a technical university. Every subject taught at the university has its own online course since 2018 and in 2019 began to actively use cloud services, Office 365 [7].

The teacher's professionalism should be constantly manifested: during training sessions (both lecture and practical) and in the process of extracurricular work. However, the quarantine in March 2020 made its own adjustments: the lack of live communication in the classroom forced teachers to reformat their usual classes online and quickly and efficiently learn how to use the Microsoft Teams platform for synchronous communication with students.

This challenge from the technical side was overcome thanks to the specialists of the Department of Medical and Pharmaceutical Informatics, and the latest technologies and the constant aspiration of university teachers to self-improvement.

In general, there are several reasons for the successful transition to distance learning at our university. First, it is well equipped with computer technology (about 60 computer labs, television panels, interactive touch panels and even a virtual anatomical visualization system). Secondly, the university has a developed infrastructure based on a fiber-optic computer network, four centers for distance education and telemedicine, which are located in the departments of the university.

The university acquired an academic license MS Office365, and Microsoft representatives helped integrate it into a common system with the edX online course development platform for using standard Office 365 programs, as well as Skype for

Business, Microsoft Teams, Class Note, MS Forms, One Drive and others. Our university has been cooperating with Microsoft Ukraine since 2016 [7].

Classes are now taught using Microsoft Teams. This is how students from 2 to 6 years study. In this format, lectures are delivered (large streams of 300-350 people) and practical classes are held in groups (12-14 persons). A daily monitoring of the technical connection of students to the classes and the high-quality conduct of classes is carried out. All the teachers are Microsoft certified as distance learning specialists.

In particular, Microsoft Teams has a simple and intuitive interface and allows students to easily navigate in it, and thanks to reminders and the ability to record online lectures, do not forget about the next lesson or revise it later. In addition, since 2016, first-year students have been studying an introductory course on working with Office 365, its services and online courses of departments [7].

Distance work of students is organized by the teacher in the MS Office 365 environment by creating teams in the MS Teams add-on. Such organization of student's independent work in a team makes the teacher's communication with students more mobile and effective. The teacher posts the self-study assignment for sharing using the modern cloud services OneDrive and Teams. In addition to the assignment itself, the teacher sets the assessment criteria and sets the deadline for the student's delivery of the completed assignment. According to the established criteria, the teacher distributes the points that the student will receive for the work performed.

One of the important points in the organization of independent work of students is the preparation of tasks for the independent performance of tests, in the preparation of which the teacher should be guided by the following criteria:

- all the tasks must be of the same difficulty;
- the volume of each task must be real and feasible with the appropriate preparation of the student in the allotted time;
- there must be questions requiring sufficiently accurate answers;
- in each assignment there should be a question on the material subject to independent study in educational literature, as well as on the lecture material read.

By completing assignments, students form the ability to complete the assignments using cloud services MS Office365, as well as create their own information space for organizing educational and professional activities, namely: create groups and configure their parameters; add new members; exchange messages with group members; create a schedule of events using the calendar; use the OneDrive service to store data and share it, complete educational tasks online.

The cloud format MS Office 365 provides access to documents and data from different devices over the Internet using a browser, which allows students to collaborate on projects on any device from anywhere in the world.

Distance learning technologies at the university are a combination of methods, forms and means of interaction between a teacher and a student in the process of independent, but controlled assimilation of a certain segment of knowledge. And it is extremely important to intensify the independent work of students, which requires from the teacher a high organization of the educational process and the availability of educational and methodological materials.

Conclusion. In the format of distance learning, when huge digital resources, including electronic libraries, are available to students and teachers - new forms of students' independent work and new methods of pedagogical support are needed.

The professional activity of a teacher as a carrier and transmitter of scientific information should be expanded by the function of managing students' cognitive activity and organizing their independent work.

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