

**SCIENTIFIC
COLLECTION
INTERCONF+**



No **121**
August, 2022

THE ISSUE CONTAINS:

Proceedings of the 4th
International Scientific
and Practical Conference

**SCIENTIFIC TRENDS AND TRENDS IN
THE CONTEXT OF GLOBALIZATION**



UMEÅ, SWEDEN

19-20.08.2022



InterConf
Scientific Publishing Center

SCIENTIFIC COLLECTION «INTERCONF»

No 121 | August, 2022

THE ISSUE CONTAINS:

Proceedings of the 4th International Scientific and Practical Conference

SCIENTIFIC TRENDS AND TRENDS IN THE CONTEXT OF GLOBALIZATION

UMEÅ, SWEDEN

19-20.08.2022


UDC 001.1

S 40 *Scientific Collection «InterConf»*, (121): with the Proceedings of the 4th International Scientific and Practical Conference «Scientific Trends and Trends in the Context of Globalization» (August 19-20, 2022). Umeå, Sweden: Mondial, 2022. 409 p.

ISBN 978-91-8002-432-7

DOI 10.51582/interconf.19-20.08.2022

EDITOR


Anna Svoboda 
Doctoral student
University of Economics, Czech Republic
annasvobodaprague@yahoo.com

COORDINATOR

Mariia Granko 
Coordination Director in Ukraine
Scientific Publishing Center InterConf
info@interconf.top

EDITORIAL BOARD


Temur Narbaev  (PhD)
Tashkent Pediatric Medical Institute,
Republic of Uzbekistan;
temur1972@inbox.ru

Nataliia Mykhalitska  (PhD in Public Administration)
Lviv State University of Internal Affairs, Ukraine

Dan Goltsman (Doctoral student)
Riga Stradiņš University, Republic of Latvia;

Katherine Richard (DSc in Law),
Hasselt University, Kingdom of Belgium
katherine.richard@protonmail.com;

Richard Brouillet (LL.B.),
University of Ottawa, Canada;


Stanyslav Novak  (DSc in Engineering)
University of Warsaw, Poland
novaks657@gmail.com;

Kanako Tanaka (PhD in Engineering),
Japan Science and Technology Agency, Japan;


Mark Alexandr Wagner (DSc. in Psychology)
University of Vienna, Austria
mw6002832@gmail.com;

Alexander Schieler (PhD in Sociology),
Transilvania University of Brasov, Romania

Svitlana Lykholat  (PhD in Economics),
Lviv Polytechnic National University, Ukraine


Dmytro Marchenko  (PhD in Engineering)
Mykolayiv National Agrarian University
(MNAU), Ukraine;

Rakhmonov Aziz Bositovich (PhD in Pedagogy)
Uzbek State University of World Languages,
Republic of Uzbekistan;

Mariana Vereskliia  (PhD in Pedagogy)
Lviv State University of Internal Affairs, Ukraine

Dr. Albena Yaneva (DSc. in Sociology and Antropology),
Manchester School of Architecture, UK;


Vera Gorak (PhD in Economics)
Karlovarská Krajská Nemocnice, Czech Republic
veragorak.assist@gmail.com;

Polina Vuitsik  (PhD in Economics)
Jagiellonian University, Poland
p.vuitsik.prof@gmail.com;

Elise Bant (LL.D.),
The University of Sydney, Australia;

George McGrown (PhD in Finance)
University of Florida, USA
mcgrown.geor@gmail.com;

Vagif Sultanly (DSc in Philology)
Baku State University, Republic of Azerbaijan

Kamilə Əliqızı Əliyeva  (DSc in Biology)
Baku State University, Republic of Azerbaijan

If you have any questions or concerns, please contact a coordinator Mariia Granko.

The recommended styles of citation:

1. Surname N. (2022). Title of article or abstract. *Scientific Collection «InterConf»*, (121): with the Proceedings of the 4th International Scientific and Practical Conference «Scientific Trends and Trends in the Context of Globalization» (August 19-20, 2022) at Umeå, Sweden; pp. 21-27. Available at: [https://interconf.top/...](https://interconf.top/)
2. Surname N. (2022). Title of article or abstract. *InterConf*, (121), 21-27. Retrieved from [https://interconf.top/...](https://interconf.top/)

This issue of Scientific Collection «InterConf» contains the International Scientific and Practical Conference. The conference provides an interdisciplinary forum for researchers, practitioners and scholars to present and discuss the most recent innovations and developments in modern science. The aim of conference is to enable academics, researchers, practitioners and college students to publish their research findings, ideas, developments, and innovations.



Ivanchenko O.Z.

Associate Professor

of the Department of Medical physics, biophysics and higher mathematics,

PhD (Biology)

Zaporizhzhya State Medical University, Ukraine

Melnikova O.Z.

Associate Professor

of the Department of Medical physics, biophysics and higher mathematics,

PhD (Biology)

Zaporizhzhya State Medical University, Ukraine

Lurie K.I.

Associate Professor

of the Department of medical catastrophes, military medicine and neurosurgery,

PhD (Medicine)

Zaporizhzhya State Medical University, Ukraine

**EXPERIENCE IN THE ORGANIZATION OF THE
EDUCATIONAL PROCESS IN THE MEDICAL UNIVERSITY
DURING THE WAR IN UKRAINE**

***Abstract.** The article summarizes the students' learning experience, which was developed by the efforts of the entire staff of the medical university during the war. The high-quality educational activity involves the organization of a continuous educational process under the condition of complete safety of all participants of this process, which can be ensured by using synchronous and asynchronous educational modes. A necessary component of professional training is the acquisition of practical skills and communication skills of students, which was carried out in the project "Summer school for consolidation of practical skills". As part of the cooperation between universities in the implementation of the principle of academic mobility of students, students from other higher education institutions participated in the project.*

***Keywords:** synchronous and asynchronous mode of online learning, practical skills, academic mobility*



Since the beginning of the full-scale invasion of Russian troops in Ukraine, a part of the country's territory is undergoing active hostilities, and some regions are under temporary occupation. On the first day of the war, the Ministry of Education and Science (MES) of Ukraine responded to the situation in the country and recommended stopping the educational process in educational institutions: teachers and students were sent on a two-week vacation. After that, in the regions where the security situation allowed, the educational process began to resume in the formats that were approved by the decisions of the regional administrations and educational institutions. To return to education and determine the means of conducting classes, it was necessary to take into account the important consequences of enemy aggression in the educational sector.

The first of them is the migration of people caused by the war. According to [1], "more than 10 million people were forced to leave their homes: 6.5 million within the country, 3.9 million went abroad. Most of these people are women and children." It is clear that among the forced migrants, a certain proportion of people were and are students and teachers of higher education institutions (HEIs). The second consequence of enemy aggression was the destruction of university buildings by enemies. Thus, "according to the Ministry of Education and Science, at least 14 university buildings were damaged and one destroyed (in the period from February 24 to April 1, 2022). Some universities were hit harder than others. In particular, Karazin Kharkiv National University reported that almost all of its buildings were damaged by shelling" [1]. After April 1, the enemies continued to destroy Ukrainian universities and schools, which was recognized as a heavy blow to the educational system of our country.

Unfortunately, in the territory of active hostilities or the temporarily occupied territories, there may be certain losses of students and teachers, regarding the number of which there is no complete, reliable, officially confirmed information till today.

The list of negative consequences of a large-scale war that arose in the field of people's education can undoubtedly include changes in their psychological state caused by a constant feeling of fear, which is intensified by the sounds of air raids, explosions, shelling and artillery salvos. Many people experience exhaustion,

devastation, fatigue, anxiety and panic. Neither the Ministry of Education and Science of Ukraine nor the universities have any experience in organizing the educational process in such extraordinary conditions.

Certain lessons learned regarding the organization of the educational process in unusually critical conditions were obtained and applied during the relocation of some Ukrainian higher education institutions in 2014 and, of course, during the COVID-19 pandemic. However, this experience turned out to be insufficient - our country has not yet experienced such a cruel disaster [2]. However, it is necessary to find a solution that would ensure a high-quality educational process and high discipline of students and teachers. The organization of higher medical education requires special attention since the provision of high-quality medical care to the citizens of our country is one of the state's priorities at all times, which requires a high level of training of relevant specialists.

The purpose of the article is to summarize the learning experience of medical higher education students in wartime conditions.

Main part. At Zaporizhzhya State Medical University (ZDMU), according to the recommendations of the Ministry of Education and Science of Ukraine, in connection with the appliance of martial law in the country, a two-week vacation was scheduled. At the beginning of hostilities, careful attention of the HEIs administration was primarily required to create safe living conditions for students. It should be noted that most of the local students during this period were quarantined at home due to the COVID-19 pandemic. A contingent of foreign students needed special and quick actions to be evacuated from dangerous areas. At that time, this issue was extremely important for the university and at the state level. According to the information of the Minister of Reintegration of the Temporarily Occupied Territories, Iryna Vereshchuk, dated March 6, 2022, in the temporarily occupied territories and zones of active hostilities, there were more than 2 thousand foreign students [1], among them no students were studying at ZDMU.

To ensure the organized evacuation of foreign students, representatives of the university administration held a series of online meetings with citizens and communities of the countries from which foreign students came to study at ZDMU,

and told parents about the measures that the university takes to ensure the safe stay of students in Ukraine and finding ways for their evacuation. Work with embassies, as well as with local authorities and the management of Ukrzaliznytsia regarding the organization of transport corridors for the removal of foreign students from Zaporizhzhia to safe regions in the West of Ukraine with subsequent evacuation to their homeland, was intensified. For two days, on February 27 and 28, the concerted actions of all members of the rectorate managed to send more than 3,500 foreign students by train in the western direction [3]. At the same time, corresponding work was held to ensure the safe stay of local students who remained on the territory of the campus, namely, arranging shelters, and bomb shelters, providing psychological support to those who needed it, etc.

Already on March 16, studies were resumed in the graduation courses of all specialities, and on March 19 - for all students of our university. The beginning of the classes was preceded by a great deal of work by the administration of the institution, the educational department, the dean's office, and the departments to ensure the optimal organization of the educational process, taking into account all possible consequences of enemy aggression. The invaluable experience of online education, developed by university departments during the COVID-19 pandemic, was used and allowed to carry out a high-quality and continuous educational process. All its participants were already ready for switching to online learning, which ZDMU takes place with the help of the Microsoft Teams application. Classes were held in synchronous mode, that is, in real time, according to the schedule of the educational department, using cameras, microphones and other technical means, with full visualization of the educational process.

Unfortunately, during the war, a large number of students found themselves in dangerous conditions or in situations where the Internet and electricity were not always available, and therefore it was sometimes not possible for students to join the class in synchronous mode. In addition, it was necessary to take into account the safety of participants in the educational process. All students and teachers were warned that during the siren it is necessary to be in a safe city, in shelters and bomb shelters. Under these conditions, the class could be interrupted several times.

Therefore, the only correct solution for the continuation of the educational process by all participants was the use of an asynchronous mode of learning, which meant the possibility of independent mastering of materials by students from each discipline, whenever possible, at a convenient time. During the classes, the teachers of the departments recorded them and then posted the videos on the page of the corresponding teams in Teams. In this way, a "bank" of educational films was formed, which students could use to study topics from the disciplines at a time convenient for them.

The same applied to the performance of tasks. The teachers prepared the necessary educational materials, tasks for practicing knowledge and practical skills, and test exercises, the completion of which is delayed in time. In addition, if there was a need for personal communication, for example, between a teacher and representatives of the dean's office with a student, or, conversely, when a student had a need to communicate with other students and with teachers, it was always possible to do this with the help of "one-on-one" video communication or in a group chat, in which communication was carried out using instant messages.

It should be noted that the visualization of communication (of course, if possible) in classes or even simply with fellow students, that is, with people who found themselves in the same difficult conditions, with teachers who can be turned to for help if necessary, became an important factor to support young people's sense of well-being. The prospect of meeting fellow students, that is, a clearly defined class time, stimulates students to properly organize their work and personal time. At the same time, students understand that in case of need (danger, disconnection of the Internet, electricity, etc.), it is possible to study asynchronously and gain knowledge in full.

Using synchronous and asynchronous formats of classes and thanks to the coordinated work of the entire team of the university, all participants in the educational process managed to finish the academic year on time and monitor the academic performance of students. According to its results, it was determined that all students were highly academically active, were almost 100% in touch with the general majority in synchronous mode, and demonstrated high results during the

credit-examination session and the final Attestation [3].

It should also be noted that the skills and professionalism of future doctors are based on professional competencies that include not only theoretical knowledge but also practical skills and communication skills. In such a difficult time, on the initiative of the rectorate of the university, it was possible to organize a new project - the Summer School for consolidation of practical skills, which took place based on the Interdepartmental Training Center. Students who wanted and had the opportunity, according to the conditions of martial law, to improve and polish their practical training in emergency conditions in the clinic of internal medicine, surgery, obstetrics and gynecology, pediatrics, and neurology did so during their studies at the Summer School for Consolidation of Practical Skills. Their training was conducted in small groups of 10-12 students under the guidance of experienced teachers. The presence of modern mannequins and dummies in the Interdepartmental Training Center of ZDMU allows students to repeat each skill as many times as necessary to bring it to automaticity, which is not always possible even during practice in medical institutions. The uniqueness of the project also lay in the fact that, within the framework of cooperation between the two universities, the principle of academic mobility was implemented for students of the Kharkiv National Medical University, who, due to the most difficult situation in the city of Kharkiv and its region, did not have the opportunity to learn practical skills and with great pleasure and with interest started studying at the Summer School of our university.

It should be noted that the unprecedented situation that arose in our country as a result of Russia's aggression forced the mobilization of all the forces of our society in various areas of life. This applies to the economy, health care, and, of course, education. Thanks to the knowledge and skills of the youth of our country, we will have to rebuild Ukraine. Therefore, maintaining educational processes at the highest level and attracting young people to study in Ukraine are very important issues. To date, many European higher education institutions have extended a helping hand to our youth and offered education in the Baltic countries, Poland, the Czech Republic, and others. By the way, this applies to young scientists as well as teachers. It is clear

that our country, especially certain regions, is now very dangerous for life, but if a student chooses to study in Ukraine, then it should be of the highest quality and safety. Zaporizhzhia State Medical University fully understands the importance of quality activities for victory and further development of our country as a whole and, in particular, the educational space.

Conclusions:

1. The organization of the educational process during the war requires comprehensive attention and efforts of the entire team of the university - administration, teaching staff, educational department and other auxiliary structures.

2. In times of war, the safety of all participants in the educational process should be a priority, which can be ensured by using the synchronous format of online learning, which was widely used during the COVID-19 pandemic, and the asynchronous mode, which in wartime conditions provides the opportunity for students to learn according to specific circumstances their lives.

3. An important factor in the educational process and maintaining the sense of well-being of young people is the visualization of communication during classes, personal conversations with classmates and teachers, and in the case of asynchronous learning, the presence of a "bank" of educational films, which are video recordings of group classes.

4. Special attention in the initial process at the medical university should be paid to practising practical skills by students, the powerful means of which are the creation of interdepartmental training centres with appropriate technical support and the further development of cooperation between universities in the implementation of the principle of academic mobility of students.

References:

1. Education and war in Ukraine (February 24-April 1, 2022) [E-resource]. Access mode: <https://cedos.org.ua/researches/osvita-i-vijna-v-ukrayini-24-lyutogo-1-kvitnya-2022/>
2. Online or offline: how should Ukrainian students study in the new academic year? [E-resource]. Access mode: <https://zn.ua/ukr/EDUCATION/onlajn-chi-oflajn-jak-majut-navchatisja-ukrajinski-studenti-u-novomu-navchalnomu-rotsi.html><https://zsmu.edu.ua/>
3. Materials of the ZDMU official website. [E-resource]. Access mode: <https://zsmu.edu.ua/>