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## **FEATURES OF STUDENT TRAINING FROM DISCIPLINE «OBSTETRICS AND GYNECOLOGY» UNDER CONDITIONS OF WAR STATE**

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Coronavirus pandemic has forced to expand the possibilities of distance learning (DL) at the Zaporizhzhia State Medical and Pharmacological University (ZSMPU), which was previously used for advanced training courses. Access to Microsoft Office 365 distance learning service and Microsoft Teams software has been organized for all teachers and students. As you know, the Teams platform contains functions and tools that are able to ensure productive collaboration of teams, therefore it is ideal for ensuring organization and implementation of educational activities. It can be used through a web interface or as a separate application on a computer or mobile device [1].

Military aggression against Ukraine, introduction of martial law brought new challenges: the need to support education of students who are in the occupied territories, were forcibly resettled, are outside the country, maintain contact with foreign students and encourage them to further study at ZSMFU, preserve the pedagogical collective. The problem of "dropping out" of individual student's

educational process, and sometimes entire groups due to air alarms, lack of electricity supply and the Internet, required special attention. Solution to the problem was the organization of a mixed form of education provides the division of study time into synchronous and asynchronous modes. It is important to note that already from the first days of introduction of martial law, the Department of Obstetrics and Gynecology of ZSMFU organized classes using remote forms of learning on the Microsoft Teams platform for students of the IV-VI courses of all I-III medical faculties and the II international faculty [2]. It was difficult to adhere to a stable schedule of classes and calendar-thematic planning under these conditions, so there was a need to make them a flexible tool in the hands of teachers. The staff of the department identified topics that can be transferred to independent study or condensed into simpler ones for assimilation, emphasis was placed on those that require more detailed study. Assimilation of further material is impossible without them or they will be useful for a doctor of any specialty.

Distance form of education requires introduction of new models of learning with the help of computer technologies into educational process, namely the holding of various conferences, trainings and projects. A teacher performs the role of coordinator of cognitive process during DL. He is mostly entrusted with functions of manager and proofreader of educational projects, advising students during implementation of an individual plan [3].

An innovation of the department was the proposal to make presentations to students on the problems of diagnosis and treatment of gynecological and obstetric diseases followed by their discussion from the point of view between a teacher and the future doctor. This ensured a variety of cognitive activities and students' interest. This approach involves providing students with tasks to familiarize themselves with new material before it is discussed in class. It can be watching a video, discussing a problem, analyzing practical situations, informing about a rate of disease in the world. In this case, the role of teachers and the format of a lesson itself changes and creates conditions for increasing students activity. Teachers and students in a class can discuss questions that were formulated after watching the presentation or video, etc.

Monitoring the educational achievements of students is important and necessary. Funds of evaluation tools were created and approved by the university for the department's employees which include typical tasks, control papers, tests that allow to evaluate knowledge, skills, and the level of acquired competencies [2]. Tests are well suited for self-monitoring and are very useful for individual studies. Microsoft Teams platform is convenient for testing knowledge. Teachers attach tests, choose time when they will be available for students and determines deadline for their completion. After testing all student's scores are automatically entered into the Teams electronic journal. This approach enables teachers to timely diagnose possible educational losses and respond to them. In order to diagnose educational losses, first of all, missed topics are determined, tasks and means of working on them are developed. The presence of effective feedback allows students to receive information about correctness of his progress from ignorance to knowledge [4, 5].

Medical education has its own specificity where the full-time form of education is still major and plays a key role in the quality of knowledge of future medical specialists [6]. The solution to the problem in educational process during DE was the use of simulation technologies which involves simulating various realistic clinical scenarios, provided there is no opportunity to acquire a sufficient amount of practical skills during interaction with real patients [7]. For this purpose the Department of Obstetrics and Gynecology of ZSMFU actively uses one of the most advanced modern simulation online technologies - the interactive online platform BodyInteract, which is intended for practicing diagnosis, making clinical decisions and developing clinical thinking. The basis of BodyInteract platform is the method of simulation training "standardized patient" - various clinical cases simulating one or another pathological condition according to pre-written scenarios [8].

During the 2022-23 academic year the BodyInteract online platform was used in practical classes with students of the 5th and 6th year of the medical and international faculties, including independent work. Advantages of using this particular method are an unlimited number of repetitions of working out algorithms, the ability to perform tasks at convenient time, reduced stress component in cases of unsuccessful attempts to provide emergency care to a virtual patient, availability of a debriefing which provides the opportunity to analyze one's own results.

### **Conclusion**

Thus, powerful material base of the Zaporizhzhya State Medical and Pharmacological University, availability of various scientific and educational and methodological information resources, an automated information library system, the experience of using Microsoft Teams platform and simulation Bodyinteract technology made it possible to conduct a high-quality educational process in the discipline of "obstetrics and gynecology" among students who ended up in the occupied territories, abroad and in any corner of Ukraine, as well as to preserve the teaching staff of the university and continue to implement the boldest modern educational projects.

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