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SUR LES MATÉRIAUX DE LA CONFÉRENCE SCIENTIFIQUE ET PRATIQUE INTERNATIONALE

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COMPARATIVE ASSESSMENT OF THE STUDENTS ATTENTION LEVEL DURING FACE-TO-FACE AND DISTANCE CLASSES

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UKRAINE

Introduction. Everyone needs to focus their attention to get certain information. Many factors affect the level of attention. Medical university students require an increased level of attention during their studies, because the success of future practice depends on it. The life of a medical university student involves many factors that reduce the level of attention during classes, but now we are faced with a new, distance, form of studying that has become a guarantee of student safety during the COVID-19 pandemic. [1]. This form of education has become quite new for medical universities, in this regard, there is a necessity to explore the level of attention of students during offline and online learning [2,4].

Purpose of the study. To conduct a comparative assessment of the level of attention of 4th year students during face-to-face and distance classes at clinical departments.

Materials and methods. The objects of the study were thirty 4th year students of the Medical Faculty, who attended online and offline classes at clinical departments. Psychodiagnostic questionnaire research method was used.

The Munsterberg test, which aims to determine the level of concentration, was chosen as a questionnaire. According to the standard algorithm for evaluating test results, the levels are regarded as: low, medium, high. [3] Students were asked to go through it during breaks between the halves of the classes.

Results. The results of the study showed that during face-to-face classes the levels of attention were distributed as follows: 9 students (30%) had a high level of

attention; the average level of attention was noted in the largest number of students and amounted to 17 students (56.7%); low level of attention was found in 4 students (13.3%).

Data on distance learning were distributed as follows. There was a significant decrease in the number of students with a high level of attention and amounted to 4 students (13.3%). Instead, there was a significant increase in students with an average level of attention, and amounted to 25 students (83.3%). At the same time, only 1 student (3.3%) showed a low level of attention during distance learning.

Conclusions.

1. There are significant changes in the structure of the distribution of attention levels of medical university students during face-to-face and distance learning classes. During distance classes, there was a significant increase in students with average attention, which was accompanied by a decrease in the number of students with high attention by 2.26 times and an even more significant decrease in the number of students with low attention by 4.43 times.

2. Online learning is not an obstacle to successful studying, subject to the willful efforts of students and abide by the usual recommendations to increase attention: getting rid of unnecessary external stimuli, providing isolation from unnecessary digital devices and ensuring an optimal lifestyle.

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