

МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ
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PEDAGOGICAL CONDITIONS OF CREATIVE SELF-DEVELOPMENT OF FOREIGN STUDENTS OF HIGHER MEDICAL SCHOOLS

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Introduction. The creative self-development of a individual is a necessary component for his becoming as a person. The creative approach increases the possibility of finding novelty in any field and improving the level of professionalism [1, 2]. This is especially important in medicine. The discovery of the creative abilities of medical students depends on the level and quality of training and education and influences their development as specialists.

The main body. Formation of creative potential and creative self-development of future doctors is due to the created pedagogical conditions such as saturation of target benchmarks and the content of vocational training by means of stimulating the creative self-development of future doctors, modeling and creation of professionally oriented educational environment in the practice of educational and independent work of students application of interactive teaching methods in the process of vocational training.

Conclusion. Of particular importance for future scientific research and for the optimization of the educational process in medical universities is the use of interactive and innovative technologies for operative coverage of all

students by interactive interaction, organization of their communication, development of positive motivation, stimulation of active mental activity, which provided for students to perform such operations as analysis, synthesis, comparison, generalization, classification, abstraction.

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DISTANCE LEARNING QUALITY ASSESSMENT BY ENGLISH-SPEAKING STUDENTS AT INTERNAL MEDICINE DEPARTMENT

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Introduction. Quarantine caused by the SARS-CoV-2 virus made traditional education impossible, forcing teachers to seek optimal forms of distance learning.

Main part. Guided by the Regulations on distance learning [1], the educational process at the department for its effective organization and control was schematically divided into 3 components – organizational, synchronous and asynchronous. The first one was realized using the department's page on the academy website and the Viber messenger. Zoom video conferencing between a teacher and the students ensured the synchronous component. To provide optimal use of time and more accurate assessment of students' knowledge, skills and abilities, Google-mail and Google-forms (asynchronous component) were used. According to a survey among students on the accessibility and satisfaction with the distance learning quality, the following conclusions were made. First, all respondents gave a positive feedback on the value of the course, and agreed that the course was well planned and organized, and the learning objectives were clearly defined.