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**ADAPTATION FEATURES AMONG MEDICAL STUDENTS**

**TO DISTANCE LEARNING**

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**Аctuality**. Due to the COVID-19 pandemic, today students of all educational institutions study online, but such training is especially difficult for students of medical universities, because the specialty of a doctor involves not only the acquisition of theoretical knowledge, but also practical skills.It is known that the adaptation of students to the educational process in higher medical school has three crises: the first year of study and "crises of the 3rd and 5th courses", which can lead to a decrease in working capacity, motivation and increased anxiety of students.That is why today the process of adaptation of students to receive education in the context of distance learning is of great importance, which is the key to the further development of each student as a person and a future specialist.

**Aim**. Study of the peculiarities of the process of adaptation of medical students to remote education, which coincides with one of the crises of Higher Education-the crisis of the 3rd year. Since one of the main links of any adaptation is the manifestation from the emotional sphere, we decided to study the relationship between burnout syndrome (BS) and the development of emotional intelligence (EI) of 3rd-year medical students.

**Materials and methods**. The study involved 92 3rd-year students of medical faculties who have already studied online. The level of emotional burnout was determined by the method of V. V. Boyko, which allows us to identify both the BS itself and the stages of its formation. For the study of emotional intelligence was used "questionnaire of emotional intelligence " (D. V. Lyusin).

**Results**. Analysis of the survey results showed that 8 (8.7%) students had no signs of BS, 22 (23.9%) students were in the formation stage, and 62 (67.4%) students had developed symptoms of various phases of BS. Taking into account the above, we focus on the peculiarities of adaptation of students to virtual studying, which were manifested in varying degrees of formation of individual symptoms or already formed phases of BS.

Analyzing the stage of BS formation (n=22), it was determined that 2 (9.09%) students were in the training phase. There are 11 (50%) students in the resistance phase. No students were found to be in the exhaustion phase. In the transition period (a combination of several phases), there were 9 (40.91%) students.

Regarding the formed BS (n=62), the following data were obtained: 2 (3.23%) students were in the spring phase, 10 (16.13%) students were in the resistance phase, and 1 (1.61%) students were in the depletion phase. 49 (79.03%) students showed symptoms simultaneously from 2 or 3 phases of the syndrome.

The analysis also identified the leading symptoms of each phase of the syndrome. In the stress phase, symptoms such as anxiety and depression, lack of self-control, experiencing psychotraumatic circumstances were identified; the resistance phase – reduction of professional responsibilities, emotional and moral disorganization; the recovery phase-symptoms of emotional deficit, depersonalization, psychoemotional and psychovegetative disorders.

Emotional burnout can be countered by emotional stability, which is determined by the ability to manage your emotions, and is included in the structure of emotional interest." In this regard, it is particularly relevant to study the role of emotional interest in the Prevention of burnout syndrome in students.

According to the research, the level of development of emotional intelligence negatively correlates with indicators of burnout syndrome in students, namely, a low level of emotional intelligence corresponds to a high level of burnout and vice versa.

**Conclusions.**

1.In the conditions of distance learning in many students, the development of BS manifests itself as a stress reaction to emotionally stressful educational and communicative activities in the form of psycho-vegetative and psychological symptoms, which indicates a violation of their socio-psychological adaptation.

2. The inverse relationship between the development of emotional burnout and emotional intelligence is revealed.

3. Adaptation features, especially in extreme conditions, consists in a direct dependence on the level of development of emotional intelligence.

4. Emotional Intelligence helps students adapt to new learning conditions faster and easier, helps to change their negative state to a positive one, increases learning motivation and contributes to the effectiveness of learning material assimilation, is one of the ways to prevent burnout in medical students.