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**TRAINING OF FUTURE HEALTH CARE PROFESSIONALS THROUGH
DISTANCE LEARNING: ADVANTAGES AND DISADVANTAGES**

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Summary. Among the low tasks currently faced by higher education institutions is the improvement of the quality of medical practitioners' training through the use of modern information technology in the course of classes. Current conditions dictate strict requirements for the training of qualified physicians, who have a high educational and scientific and cultural level, and require both learning accumulated human civilization experience, and the formation of professional skills and competencies. Nowadays, in the conditions of pandemic in the world and active implementation of distance learning of students, the topical and priority importance is given to the review of methodological approaches to the teaching of medical disciplines to students and improvement of pedagogical mastery by teachers.

Key words: distance learning, anatomy, student, medicine.

Introduction. An urgent problem of the educational process under quarantine

conditions is the widespread implementation of modern technologies for the implementation of distance learning. Until recently, most participants in the educational process at Ukrainian higher educational institutions had a subjective understanding of the intellectual and technical potential of modern technical means of teaching any sciences.

Objective. To reveal the essence, advantages and disadvantages of distance learning in the training of future health care professionals.

The term “distance learning” can be used to describe any of a number of learning situations. Although the term is new, distance learning has been around for more than 100 years. One of the earliest forms of distance learning is through correspondence courses, which began in Europe. This enabled students from less scientifically developed countries to acquire the knowledge they needed to improve their countries' education systems. This remained the main means of distance learning until the middle of our century. As technology has changed, so has the definition of distance learning. Video recordings of lectures have become the standard in vocational courses over the past two decades. Audio recordings and electronically-mailed lessons have long been used in distance courses for teaching low-level subjects. Today, thanks to the Internet and video links, distance learning can be done in real time. In the current literature there are many definitions, but the best one is that distance learning is the result of technological division of teachers and education providers, It relieves them of the need to be “at a designated place and time” to meet a designated teacher and begin the educational process. It is clear from this definition that the educator and the teacher are separated by space, but not necessarily by time. This type of teaching is in real time one of the most popular and preferred means of teaching.

Some aspects of distance learning are also of a financial nature. Higher education institutions also cover the costs of providing education to students who are unable to attend classes for certain reasons. One of these reasons is quarantine restrictions caused by the COVID-19 pandemic. Distance learning methods can help make higher education more cost-effective and accessible.

Despite the expectations and obvious advantages of distance learning, there are problems that need to be solved. These include: the quality of the teaching material provided to students; inappropriate use of computer technology; lack of live communication between the student and the teacher; inability to accurately monitor the learnt knowledge; technical problems (lack of Internet, wear and tear of equipment, etc.). Each of them affects the quality of training of specialists through distance learning. The quality of training depends to a large extent on the attitude of the students and trainers towards distance learning. The teachers have an inordinate commitment to distance learning. Often teachers do not follow the technological picture for the development of their lesson to take advantage of the technology presented. Undoubtedly, this affects the quality of teaching. The research shows that the effectiveness of distance learning is based on the preparation, the teacher's understanding of the students' needs and the understanding of the learning objectives for the own discipline. There is also a general need to correlate the study programmes so that they meet the conditions of distance learning. The perception of isolation, personal and professional neglect by teachers is also not conducive to creating an effective learning environment for educational personnel and inevitably has a negative impact on the quality of distance learning.

It should be noted that not all students are psychologically ready for this form of learning, and not all disciplines are best studied through distance learning. More experienced students are more likely to succeed in distance learning. A successful student often has patience, autonomy and the ability to be flexible. It has been reported that, compared to most full-time forms of study, distance learning requires students to be more discrete, manage their time better and be able to work independently and with group members. Most students who study by distance learning are distinguished by having clearly defined goals and being more motivated.

By moving to distance learning, students do not have to feel disconnected from society, moreover, there is a wonderful opportunity to create student-run, multicultural virtual communities. By joining these collaboratives, students often feel less pressure to act individually and work together to be part of a team. Participating

in the coaching process is an important part of forming the basis of what the team learns. When this is not desired, participation is generally low and dialogue is absent. Students are extremely demanding of the educators' attention. In situations where healthy contact and lively interaction is limited, students cannot be sufficiently disciplined. Educators may also find it difficult to read the reactions of group members who are in a distant location. Students are susceptible to perceive the lack of adequate organization of the learning process and react with apathy and a lack of desire to learn new knowledge.

Conclusions: Distance learning technologies will be improved and the costs will be reduced. There are already improvements in the learning system through the use of Internet resources and personal computers. Despite some problems of distance learning students, surveys show that they are relatively satisfied with what they receive. A survey conducted among students showed that 75% of them were very satisfied with the training received and 90% rated the technology as satisfactory. One element that seems to need improvement is the interaction between students and teachers. Students point to the need for teachers to adapt their teaching methods to the distance learning format. There are many means by which teachers can better prepare for group work, including the use of multimedia technologies, new programmes. Teachers must understand that technology is an integral part of distance learning experience, and it would not be a burden on the administration to introduce methodological and thematic technical courses for teachers. Teachers should be motivated to prepare adequately for classes.

Despite the need for improvement, the future of distance learning is extremely promising. The increase in the number of students enrolled in distance education institutions underscores the need for a comprehensive and thoughtful evolution of distance education. The first task for administrations and professorial and teaching staff at higher education institutions is to develop cost-effective and efficient educational programmes that, with the help of modern computer technology, allow for the first time in history to introduce distance learning for students.