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LEARNING DESIGN COMPONENT OF QUALITY SKILLS IN MEDICAL UNIVERSITY PEDAGOGY

The methodological flexibility includes responding to the challenges of reality that an educator has to face, which makes adjustments to the area of competence of a teacher in a medical university. To obtain high-quality pedagogical skills, it is necessary to improve constantly own skills and expand knowledge of world methods, digital technologies, etc., which appear and enter everyday practice. The organizational and methodological work of a university teacher necessarily includes the author's development of course programs, syllabuses, practical classes, lectures, exercises, tests, etc. In student-centered pedagogy [1], an analysis of needs, and shortcomings showing the desired output product is used ("needs, lacks and wants", as it has been developed for English language methodologists for specific purposes, in particular, by T. Hutchinson and A. Waters [2, p. 58]) as a goal that the lesson designer must take into account. English language proficiency 'needs' show what is necessary to attain success in the chosen field of medicine; identifying 'lacking' skills supposes the formulation of the areas required to acquire in the chosen field of medicine; 'wants' demonstrate what students aspire to be successful in the chosen field of medicine.

Aspects of learner-centered pedagogy [3] involve learner-centered principles and practices, such as increased motivation and achievement, active student participation in learning, adaptation to needs, autonomy, learners work on their own; students' responsibility for their own learning, formative assessment is an important part of learning, etc. It could be enhanced by correct design of learning environment [3, p.161].

Learning design workshops provided by the major universities for English for specific purposes (ESP) educators around the world offer a variety of tools for an

activity-based approach to course design [4]. Support can be offered to educators in pedagogical work by applying digital aids and blended/wholly online modes of learning and, correspondingly, teaching. Learning design represents developing effective study experiences that help students in achieving their academic goals. For teachers, this includes several aspects such as training approaches, evaluation methods and multimedia resources. It involves identifying gaps in their proficiency, devising program that improves learning, provides with teaching materials that enable them to deliver effective instruction to students. The planning phase for blended or just online learning involves compensating for a virtual teacher by using targeted digital tools (videos, screencasts, polls, and various assessments, etc.). Therefore, teacher-designer must be experienced and skilled in the basic digital tools necessary for effective learning.

Medical students who wish to practice medicine on an international level must possess proficient English language communication skills. To achieve this goal, medical universities offer blended [5; 6] programs including in-person/online learning.

One can find modern technology frameworks for creating lesson plans which offer free access to the resources, e.g., the Blended learning designer toolkit [7] which considers the pedagogical aspect. The program supposes to formulate the learning aims and plan as a whole. The design plan includes a hybrid format that combines in-person and virtual elements such as interactive vocabulary-building sessions, role-play scenarios, group conversations, and analytical skills exercises.

Online learning platforms move to transition planning from conventional to online/ mixed ones. For a more convenient design process, Learning Designer is a free online research tool to adapt, and present the own learning projects focused on going online/blended [8]. Here, a visually structured approach to teaching design allows you to get "a pie chart of the proportion of various activities" [8]. So, you can correct the percentage of any type of learning activity within the time given totally. Various learning activities (practice, production, acquisition, collaboration, discussion, research), learning time, learning modes (fully online, blended, etc.),

goals, class size, and outcomes [8] are available. Such verbs are used for tasks: 'read', 'watch', 'listen', 'discuss', 'practice', 'collaborate', 'produce', and 'explore' [8].

Training is effective and facilitated to be implemented with presented of a structured "road map", a well-designed and executed lesson plan. Higher medical educational institutions are guided by international experience in this area. Global teacher development systems offer different frameworks, templates, and tools for different lesson plan formats. If we consider online pre-classes, they can provide the opportunity to actively participate in studies and explore course materials, receiving feedback either from trainers, or groupmates, while face-to-face sessions provide practical learning.

Learning design for English for Specific Purposes give medical students the course designed for an effective experience involving the students in active work that meets their unique needs. Blended in-person and online (synchronous and asynchronous) learning activities offer the students an opportunity to learn at their own pace, choosing the way which suits them best. Structured activities stimulate interaction, encouraging collaboration and building inter-group relationships. Such interaction is significant because it makes the learning process easier and promotes more profound involvement in the subject matter. Additionally, open educational resources, modern technologies, and convenient format favor accessible and interesting learning environments. Ultimately, the described above learning design emphasizes positive emotional engagement while acquiring the course material aiming at success in their future medical careers.

Thus, usage of digital technologies and online/blended learning in programs of the medical university is important for the purpose to create good learning experience for their students, help them to achieve the stated learning goals. So, learning design may integrate structuring of the course as a whole, practical classes, lectures, etc. Skilled teacher must take into account appropriate strategies, ways of assessment, and proper digital aids to be used. To achieve this goal, medical university educators can apply for their course various methods such as lectures, case studies, simulations, and group discussions, developing a variety of assessment methods, including written

examinations, practical assessments, and project-based assessments that help evaluate student learning outcomes and level of aquisition. Selected multimedia (videos, podcasts, interactive simulations, etc.) enhance the learning experience by providing visual and interactive content.

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