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ENSURING THE QUALITY OF HIGHER EDUCATION UNDER CURRENT CONDITIONS

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ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ В УМОВАХ СЬОГОДЕННЯ

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Abstract. In the present conditions, especially during a pandemic, higher education requires academic staff to master and implement innovative methods of teaching and learning based on information programs, knowledge transfer systems. The tasks of interactive educational forms are as follows: awakening students' interest; motivating students to solve the problem under study; effective mastering educational material; independent searching for the methods and options how to solve the educational task; interactions between students; teamwork skills; tolerance for any point of view; forming students' own opinion, life and professional skills; reaching the level of student's conscious competence. After analyzing our research, we can state that interactive learning creates an environment of educational communication, which is characterized by openness, equal-footing interaction of participants, accumulation of mutual knowledge, that provides high motivation, strength of knowledge, creativity, sociability, active life position, preservation of individuality, freedom of expression, mutual respect.

This paper examined the current problems of innovative technologies and teaching methods in modern higher education, as the tendency to humanization and humanitarization of the content of medical education has intensified, new academic disciplines have been introduced and, consequently, the need for academic staff, who could provide an innovative approach to implementing these trends during the educational process, has been increased. It is significant that today teachers are able to create and implement their own innovative methods. In addition, the paper focused on the safety of the educational environment of higher education. Information security is especially important, as nowadays the information media have an extremely big impact on the student environment.

Keywords: *Innovative Activity; Teaching Methods*

Резюме. В умовах сьогодення, особливо під час пандемії, вища освіта вимагає від науково-педагогічних працівників опанування

і впровадження інноваційних методів навчання й викладання, заснованих на інформаційних програмах, системах передавання знань. Задачі інтерактивних форм навчання: пробудження інтересу, мотивація студентів до досліджуваної проблеми; ефективне засвоєння навчального матеріалу; самостійний пошук шляхів та варіантів вирішення поставленої навчальної задачі; взаємодія між студентами, навички роботи в команді, прояв терпимості до будь-якої точки зору; формування у студентів власної думки, життєвих і професійних навичок; вихід на рівень усвідомленої компетентності студента. Проаналізувавши наші дослідження, ми переконалися, що при інтерактивному навчанні створюється середовище освітнього спілкування, яке характеризується відкритістю, взаємодією учасників на рівних правах, накопиченням спільних знань, що дозволяє забезпечити високу мотивацію, міцність знань, творчість, комунікабельність, активну життєву позицію, збереження індивідуальності, свободу самовираження, взаємоповагу.

Стаття розглядає актуальні проблеми інноваційних технологій і методів навчання в сучасній вищій освіті, оскільки посилилася тенденція до гуманізації та гуманітаризації змісту навіть медичної освіти, введено нові навчальні дисципліни і, як наслідок, зросла потреба в науково-педагогічних працівниках, які змогли б забезпечити інноваційний підхід до реалізації цих тенденцій під час навчально-виховного процесу. Показово, що викладачі отримали можливість створювати й втілювати власні інноваційні методики. Крім того, у статті акцентована увага на проблемах безпеки освітнього середовища вищої освіти. Особливо важливою є інформаційна безпека, тому що в наш час надзвичайно великий вплив мають інформаційні засоби на студентське середовище.

Ключові слова: *Інноваційна діяльність, методи навчання.*

Introduction

The main direction of developing higher education in Ukraine is determined by the direction of national higher education to enter the pan-European and world educational space. At the World Economic Forum on Education, ten key competencies of the modern specialist were identified as a guarantee of solving the global challenges facing humanity:

- comprehensive problem solving;
- critical thinking;
- creativity;
- ability to manage people;
- interaction with people;
- emotional intelligence;
- ability to form one's own opinion and make decisions;
- customer orientation;
- ability to negotiate;
- flexible mind;

During the dynamic development of means of communication and information, it is necessary to encourage students to be able to learn, hold up well, deal with stress, be flexible [4]. Moreover, they need to have critical thinking, be able to communicate, collaborate and solve problems creatively.

Main Part

The Ivano-Frankivsk National Medical University (IFNMU) pays considerable attention to high-quality innovative methods of pedagogical activity as, according to the UNESCO reference "Sustainable Development after 2015", at the time of new information era, it is higher education that should become a fundamental element of the progress, and the innovations in various spheres of social activity should include high dynamism, rapid changes in knowledge, information, technology. At the same time, pedagogical innovation is considered as a special form of pedagogical activity and thinking, which are aimed at organizing innovations in the educational space, or as a process of creating, implementing, and disseminating new things in education.

The driving force of innovation is the teacher as a creative person, as the subjective factor is crucial in the search for, development, implementation, and dissemination of new ideas. A creative teacher has ample opportunities and an unlimited field of activity, as, in practice, they can experiment and observe the effectiveness of teaching methods, adjust them, carry out a detailed structuring of the research on the educational process, offer new technologies and teaching methods. The key factor of quality activities is the teacher's innovative potential which

contains a set of their sociocultural and creative characteristics, willingness to improve pedagogical activities, the availability of internal tools and methods that can ensure this readiness. The teacher's potential is determined by the following factors:

- creative ability to generate new ideas;
- high cultural and aesthetic level, accomplishment, profundity and diversity of interests;
- openness to new experience and perception of different ideas, thoughts, views, concepts, which are based on tolerance, flexibility, and breadth of thinking.

It should be considered that the innovation process unfolds in a certain sequence:

- 1) occurrence - the theoretical development of the innovation takes place, information and explanatory work is organized;
- 2) assimilation - the innovation is tested in one or several educational institutions, diagnostics of the results is carried out;
- 3) saturation - if the result of the innovation project is positive, there is a widespread introduction of the innovation in mass pedagogical practice;
- 4) routinization – the innovation turns into a common norm, tradition;
- 5) crisis – the innovation fully exhausts its capabilities, and its results may deteriorate;
- 6) finish - the innovation ends its existence; it is replaced by the other innovation [1].

Therefore, the modernization of all the components of the educational process at the IFNMU is of great relevance today. Its importance is determined by a few features of organizing medical education at all the levels and the need for coordinating the management initiatives both at the level of the Ministry of Education and Science of Ukraine and at the level of the Ministry of Health of Ukraine.

Modern socio-economic development of society requires the use of new innovative methods and technologies for teaching students in higher medical educational institutions, which will allow future physicians to be more competitive in the labor market.

The bearer of pedagogical innovations are creative energetic people who are professionally capable, morally and financially interested in carrying out innovative changes.

Innovative technologies applied at the IFNMU allow students to use effectively educational and methodical literature and materials, to acquire professional knowledge, to develop

and form problem-solving skills and professional thinking, to activate the research work, to expand the opportunities for self-assessment of knowledge acquired; they help teachers quickly update educational and methodical literature, introduce modular technologies of training, use simulation techniques, expand the possibilities to monitor students' knowledge, i.e., improve the quality of training specialists.

For better understanding the issue, let us consider in more detail the models, key features of innovative teaching methods (Table 1).

Today, during the Covid-19 pandemic, the most relevant innovative method of teaching at the IFNMU is distance learning based on using the latest information and communication means and technologies. At the same time, the main point is the extremely mediating role of the teacher and the independent role of the student in individual learning. It provides a high level of interactivity that meets modern requirements, provides wide access to educational resources, extends geographical access to education.

The innovative approach at the IFNMU is not limited by using one model; it is determined by the ability to design and model the learning process using various educational technologies making the learning process technological, predictable and as close as possible to the planned results.

The analysis of the characteristics of innovative teaching methods showed that the above methods can be effectively used in the learning process individually; however, a more effective result can be obtained in case of their integrated and systematic use.

They are the development and the use of innovative teaching technologies at the IFNMU that are the keys to the competitiveness of training and mastering the material by students, which will create worthy preconditions for their employment.

According to the most acceptable classification of modern teaching methods, there are the methods that: a) provide the subject mastery (verbal, visual, practical, reproductive, problem-finding, inductive, deductive); b) stimulate and motivate the educational and scientific activities (classroom discussions, problem-based situations, professionally-oriented tasks, search and research, experiments); c) carry out assessment and self-assessment of the educational activities

(questionnaires, credit tests, exams, tests, especially in preparation for passing the license exams Krok 1, Krok 2, Krok 3).

Modern forms of organization of the educational process in Ukraine are determined by the legislation of Ukraine on education, in particular the Law of Ukraine "On Education" (2017) [3].

With the introduction of distance learning during the pandemic, the IFNMU uses online lectures, workshops, practical classes, where comparative tables and presentations are demonstrated. Due to Internet technologies, the interactivity which provides modeling of the functions of the speaker and listener, who work interactively communicating with each other, is preserved. This model helps increase the level of student's individual psychological readiness for self-directed learning, mastering the relevant qualifications, acquiring practical skills and abilities, developing professional personality traits. In the process of organizing students' independent work, there were determined the content and significance of such didactic principles as independence, intensification and activation, individualization and differentiation, professional and practical orientation, continuity, involvement of the students' life and practical experience, feedback, developmental and educational nature of the educational process to form self-education and self-improvement skills.

Depending on the nature of teacher-student interaction, there are three types of teaching methods: passive, active and interactive, each of which has its own characteristics.

The passive method is a form of learning where a teacher is the main character who controls the course of the lesson, and students act as passive listeners subordinated to the instructions of the teacher. The teacher's connection with students in passive classes is carried out by means of questioning, tests.

From the point of view of modern pedagogical technologies and efficiency of mastering the educational material by students, the passive method is ineffective, but it can be easily prepared submitting a large amount of the educational material for a limited time within the class.

The active method is a form of learning when the teacher and students interact with each other. In this case, students are not passive listeners; on the contrary, they are active

Table 1. Comparative characteristics of innovative teaching methods

Innovative Learning Models	Key Features	Characteristics of the Traditional Developing Model
Contextual learning	Integrating different types of student activities: educational, scientific, practical; creating conditions as close as possible to real ones	Increasing the portion of students' practical work
Simulation-based learning	Using simulations in training	Increasing the portion of active learning methods (simulations and scenarios)
Problem-based learning	Initiating independent search for knowledge (student) through educational material problematization (teacher)	Changing the nature of the educational task and educational work (from reproductive to productive, creative)
Modular learning	Strict structuring the content of the educational material to master it as fully as possible, accompanied by mandatory blocks of exercises and assessment of each fragment	Specific organizing the educational material in the most concise and understandable form for the student
Full knowledge assimilation	Developing the options for achieving learning outcomes	Paying attention to recording learning outcomes
Distance learning	Wide access to educational resources; extremely mediating role of the teacher; developing independent and autonomous learners	Using the latest information and communication means and technologies

participants in classroom learning; both students and their teacher stand on equal footing. The passive methods involve an authoritarian style of interaction, while the active ones presuppose a democratic style.

The interactive method is a form of learning in the process of which students and teachers are in a mode of conversation, dialogue with each other, carry out specific tasks focused on greater interaction among teachers and students, as well as among students themselves, the dominance of students' activity in the learning process. The role of the teacher in interactive classes is to direct students to achieve the lesson goal, to obtain a high level of students' mutual activity.

For example, during the classes at the IFNMU, to master the material, various case studies are solved, and doctor-patient communication is taught, during which students can unleash their knowledge potential much more as compared to answering the theoretical question only. Such forms of testing students' readiness for classes are readily accepted by students themselves. Using them during classes allows making classes more diverse as students communicate, demonstrate independence, implement communication and language skills. They can help each other, successfully correct each other's statements, even if the teacher does not give such a task.

The case-method is a method of active problem-based situation-specific analysis. It is based on training by solving specific tasks, namely case studies considering the specifics of professional activity. The purpose of the method is to analyze the situation through the joint efforts of a group of students, namely: to collect anamnesis, complaints, objective data, make a diagnosis, make a differential diagnosis, prescribe treatment, and, at the end, assess the accuracy of treatment choice. The method is used as a pedagogical technique to provoke discussion in the classroom. It reflects a certain practical problem, as well as actualizes a certain set of knowledge that must be acquired in the process of admitting a particular patient. The main advantage of this method is the ability to optimally combine theory and practice, which is important in training a highly qualified specialist. The use of this technology allows organizing students' independent work, making it meaningful, interesting, and effective. In solving the case, the student uses the knowledge acquired, as well as shows their personal qualities, including the ability to work in a group, demonstrates the skills of possessing and applying theoretical knowledge in practice.

In addition, IFNMU teachers use such a method as intergroup dialogue. It is the basis for creative thinking, the search for truth that is based on the active participation of all dialogue participants. The introduction of interdisciplinary discussion using the method of competitive groups results in the students' ability to independently create their own approach to obtaining and analyzing information, forming integrated conclusions and experience; the formation of clinical thinking; the ability to defend their point of view in the intellectual space considering and perceiving alternative ideas; uniting students around solving a specific clinical problem; understanding the need for cooperation, mutual improvement, formation of a creative personality; awareness of the need for constant creative search. Intergroup dialogue allows comparing different points of view, including opposite ones, and, thus, helps its participants see the problem and the options how to solve it

from various sides. A suggestion made by a neighbor can give rise to both a similar and a completely opposite idea. During such classes, the teacher is required to be more active and creative than during the usual learning process. The forms of teacher participation can vary; however, they completely exclude the process of imposing their own opinion. Accurately designed management of the discussion by raising problematic issues that require productive thinking is considered the best option.

Thus, one of the main advantages of interactive teaching methods is the approximation of the learning process to the real practical activities of future specialists. Interactive methods contribute to the intensification and optimization of the educational process, help students learn to solve problems, correctly formulate their own opinions; analyze the received information; discuss, defend their point of view; be more confident and independent [2].

However, the safety of the educational environment has long been known to be one of the urgent and basic principles of effective functioning of any educational institution. Among all the components of this safety (psychological, environmental, informational), priority is given to the informational one, as the development (and the corresponding impact) of the media is currently difficult to overestimate. This fact plays a key role in the formation of personality from the very beginning and is especially activated during study at a higher educational institution.

Conclusions

The IFNMU uses innovative teaching methods that include interactive tools, forms, and methods of educational activities. They result in a better assimilation of the material by students, increase their interest, expand their perspective, creativity, develop clinical thinking and a sense of collective cooperation and responsibility, introduce horizontal interdisciplinary integration into the educational process, allow forming skills and abilities within the integrated approach, and most importantly – they improve the quality of clinical preparation of the doctor.

At the same time, the use of information and communication technologies in education has a massive global impact on an individual. Among the factors of negative impact of information on the modern educational environment, there are the lack of proper mechanisms for quality control of information available through modern telecommunication technologies, which causes a large amount of unreliable information, as well as dubious and aggressive information, to penetrate the educational space [5].

Nowadays, it is very difficult not to drown in a sea of information, that a person encounters every day. Moreover, this information flow contains not only high-quality spiritual food. Thus, caring for spiritual health has a direct social meaning that is vital for every person [6].

Younger generations receive a lot of information; therefore, nowadays teachers should focus their efforts on developing skills that can help students in avoiding potential dangers encountered by them both in real life and online, as well as on developing skills that can help them in overcoming difficulties in their own life.

It is necessary to apply the philosophical foundations for

the safety of the educational environment at the university, especially paying attention to this problem in the communication between teachers and students.

Thus, the essence and structure of the innovative educational process at the IFNMU corresponds to the nature and speed of social changes in society, high European standards of training competitive specialists of innovative type. The modern content of higher education focuses using information technology, spreading interactive e-learning with access to online learning resources, paying attention to the information security of the educational environment.

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