

МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ  
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**МЕДИЧНОЇ (ФАРМАЦЕВТИЧНОЇ)**  
**ОСВІТИ**

**(в онлайн режимі за допомогою системи Microsoft Teams)**

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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.

### **References**

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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.

Second, when assessing students' knowledge before and after the course, there is a positive trend towards a significant improvement at the end of the discipline learning compared to the basic level.

**Conclusions.** The educational process organized by the department in accordance with the Regulations on distance learning contributed to the realization of educational goals and was positively assessed by students.

### **Literature**

1. Order of the Ministry of Education and Science of Ukraine №466 dated April 25, 2013 "On Approval of the Regulations on Distance Learning".

## **ONLINE FINAL CERTIFICATION OF GRADUATES FROM HIGHER MEDICAL EDUCATIONAL INSTITUTION DURING THE COVID-19 PANDEMIC**

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The medical students' final certification during the COVID-19 pandemic occurred in distance mode. The procedure for conducting a complex practically oriented exam was approved by the order of the SI "DMA"[1], based on the letter from Ministry of Education and Science [2]. Its key aspects were: consultation of students on their action algorithm during the complex exam and sending of two letters on Google email one day before exam with next online conferencing with examiners. In the first email was a link to Google form with an extended clinical case, which had to become active at the planned time according to the exam schedule, and the second one had a link to a scheduled conference with the examiner at Google Meet.

Standardized extended clinical cases in internal medicine were created by the staff of a Department of Internal Medicine 3, discussed and approved at the methodological meeting of the department. Each case consisted of detailed complaints, anamnesis, objective examination and additional investigation methods. After working the case, the student had to answer questions in Google form: 1. Establish preliminary diagnosis and provide its rationale; 2. Which diseases do you need to carry out differential diagnosis

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