

Association for Promotion of Education and Science Globalization SPACETIME

Institute of Social and Economic Initiatives

Science and Education Center «Science Study Service»



## **PROCEEDINGS**

**of the II International Education Forum**

**«Best Educational Practices: Ukraine, Europe, World»**

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*To the International Day of Education*

**Top Topic BEP-2021:  
«Development of distance education and digital technologies in  
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Proceedings of the II International Education Forum «Best Educational Practices: Ukraine, Europe, World» include the reports of the forum participants by sections: higher education in the era of globalization: best practices, innovations, efficiency, adaptability to new conditions during pandemics and quarantine; general secondary education and personality formation in the 21st century: tasks, methods, technologies and new approaches, organization and improvement of the quality of distance secondary education; professional education: integration of theory and practice; preschool education: pedagogical skills, effective pedagogical methods and techniques.

Top Topic BEP-2021: «Development of distance education and digital technologies in education»

The Proceedings are intended for scientists, teachers, graduate students, entrepreneurs and students.

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## **THE USE OF THE "CRITICAL ATTACK" METHOD IN DISTANCE LEARNING OF GRADUATE COURSE STUDENTS OF MEDICAL ACADEMY**

**Keywords:** *Distance learning, medical students, "critical attack" education method.*

The situation with Covid 2019 challenged the education system all over the world. It forced educators to shift to an online mode of teaching overnight [1]. Distance learning of students is the dominant method of organizing the educational process of medical students in the context of the coronavirus pandemic (Covid 19) [2].

Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching–learning [2, 3].

Undoubtedly, mastering a number of competencies by future doctors is a difficult problem, due to the lack of the possibility of full-time training and examination of patients in a real hospital environment or in an outpatient setting.

Of course, students have difficulties not only with mastering the skills and abilities of communicating with patients and their relatives, but also with the competence of critical assessment of the identified symptoms and syndromes of the disease, as well as diagnostic approaches and patient management algorithms [3].

In this regard, the use of some methods that have proven themselves in the process of full-time education, of course, with amendments to the conditions of distance education, seems especially relevant.

Among the aforementioned techniques, one should single out a method called "critical attack", which is a variation of the brainstorming method.

The fundamental difference between the described method lies in the critical orientation of the discussion of an urgent issue, for example, the diagnosis of a certain pathological process (disease).

The implementation of the method includes several stages.

At the first stage, the teacher sets out a brief extract from the medical history, inviting several group members (in this case, half of the students) to find a solution to the problem (their interpretation of the diagnostic search, by conducting a differential diagnosis of the leading syndrome of the disease). The other half of the students act as experts who analyze the correctness and completeness of the problem solution or offer their own version of the development of events.

The solution of the proposed problem should be accompanied by detailed argumentation. Further, each expert should familiarize himself with the opinions of his colleagues and find and argue in the proposed solutions the maximum number of errors and shortcomings.

At the next stage, experts get together and take turns discussing all the solutions put forward. The task of each author is to defend his version of the solution, the task of the opponents is to "smash it to smithereens".

Based on the results of the discussion, the experts choose the solution that caused the least criticism and was the most reasonable.

It should be emphasized that any on-line platform is suitable for conducting an online lesson, which allows you to provide a stable and fast Internet connection available to every student. It is possible to use Google meet, or Zoom or others.

Several teaching strategies (lectures, case studies, debates, discussions, experiential learning, brainstorming, games, exercises, etc.) can be used on the Internet to facilitate effective and efficient teaching and learning practices.

In such panic situations, with the lives of so many people at stake, teaching and learning should be fun. It will also reduce stress, fear, and anxiety in people. To do this, teachers and students need to be provided with proper technique and learning support, and government support is also critical at this stage.

In conclusion, it should be noted that online teaching methods support and facilitate teaching and learning activities, especially during disasters and pandemics such as Covid-19.

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## **ONLINE FOREIGN LANGUAGE LEARNING TOOLS AT UNIVERSITY**

*Keywords: university, distance education, foreign language, digital competence.*

The higher education system has faced the most unexpected challenge: COVID-19 pandemic. Despite the fact that distance education in universities was combined with traditional teaching methods, called blended or hybrid learning, in 2013 the Ministry of Education and Science of Ukraine approved the Regulation on Distance Learning, which defined the concept of "distance education", its features and ways of realization in educational institutions [1].

The current situation in connection with the above problem, namely the need for quarantine, social distance between all members of the educational process to prevent the spread of the disease, forced the Ukrainian higher education system to move from offline to distance learning and rethink the main components of the educational process as a form, method, types of control, the content of the discipline, independent work of