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**"THEORETICAL FOUNDATIONS OF SCIENTISTS AND
MODERN OPINIONS REGARDING THE IMPLEMENTATION
OF MODERN TRENDS"**

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**THEORETICAL FOUNDATIONS OF
SCIENTISTS AND MODERN OPINIONS
REGARDING THE IMPLEMENTATION OF
MODERN TRENDS**

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THE NULL HYPOTHESIS DID NOT CONFIRM THE SAME ATTITUDE OF MEDICAL STUDENTS TO THE STUDIED SUBJECTS

Biryukov Viktor

Ph.D., Associate Professor
Odessa National Medical University

Usenko Daria

Ph.D., Pediatrician
Odessa National Medical University

Introduction. Improving the quality of education is the most important component of the activities of the higher educational institutions in Ukraine. New challenges are related to the need to teach medical disciplines in the special conditions of the COVID-19 pandemic and martial law, which bear the risk of reducing the quality of higher medical education. After the WHO declared a COVID-19 pandemic on March 11, 2020, Ukrainian higher education institutions were transferred to distance learning (DL)[1].

Relevance. Traditionally, clinical teaching has been based on “learning at the bedside” and distance learning has not been seen as an alternative form of learning. In the new conditions of activity, Department of Pediatrics No.1 of Odessa National Medical University changed the traditional methods of clinical training and adapted didactic and illustrative material to distance learning for domestic and foreign students [2].

Purpose of the study:

Improving the quality of teaching the educational component "Pediatrics" in the distance learning mode based on the introduction of the risk management method in the management of the educational process. This method allows you to identify and rank the risks that accompany the educational process.

Materials and research methods.

To achieve the set goals, an anonymous survey of domestic and foreign senior students was conducted, followed by a study of quantitative indicators of the degree of student satisfaction after studying the compulsory educational component "Pediatrics" and selective topics. This study refers to the cross-sectional design, which is based on the developed questionnaire, sent through the Microsoft Team’s training platform to all domestic and foreign applicants immediately after the end of the educational component "Pediatrics".

When developing statistical material, we proceeded from the "null hypothesis" about the absence of serious differences between domestic and foreign students in assessing the quality of teaching the discipline "Pediatrics" and selective subjects that students chose in accordance with their interests.

Pearson's chi-square test was used to test the validity of the "null hypothesis". The estimated sample size ($n=263$) was obtained from the Raosoft Sample Size Online Calculator [3] using the formula:

$$x=Z(c/100)^2r(100-r);$$

where r is the proportion of answers of interest, and $Z(c/100)$ is the critical value for the level of confidence c .

The questions in the questionnaires for domestic and foreign applicants were identical and grouped in such a way as to result in revealing an objective idea of the strengths and problems of distance teaching of the clinical discipline and identifying further prospects and possible innovations.

Criteria for inclusion in the study:

correctly completed questionnaires with the obligatory indication of:

- the name of the academic discipline,
- course,
- last name of the teacher's patronymic name,
- responsible for academic discipline and
- complete answers to questionnaires.

The anonymous survey included 30 questions, which were divided by us into the following semantic subgroups:

1. The degree of overall satisfaction of students after studying the subject.
2. Evaluation of the theoretical content of the cycle of clinical pediatrics.
3. Assessment of the degree of acquisition of practical skills.
4. Evaluation of the communicative qualities of the teacher.
5. Compliance with the principles of virtue / integrity in the learning process.
6. Compliance with the structure and topic of the declared lesson.
7. Possession by the teacher of interactive teaching methods.
8. Solution in the learning process of practical clinical problems.
9. Technical support for classes.
10. Activity of scientific activity of students.
11. The level of self-esteem of students.

Research results.

For the period from September to December 2022, 412 questionnaires were received. According to the criteria, 292 questionnaires were selected, which were distributed by courses (V or VI) and faculties: medical and international.

Figure 1 show the chi-square values obtained in assessing the degree of homogeneity of students' answers about the quality of teaching of the compulsory (obligate) cycle "Pediatrics" and selective topics in clinical pediatrics, which students chose for themselves.

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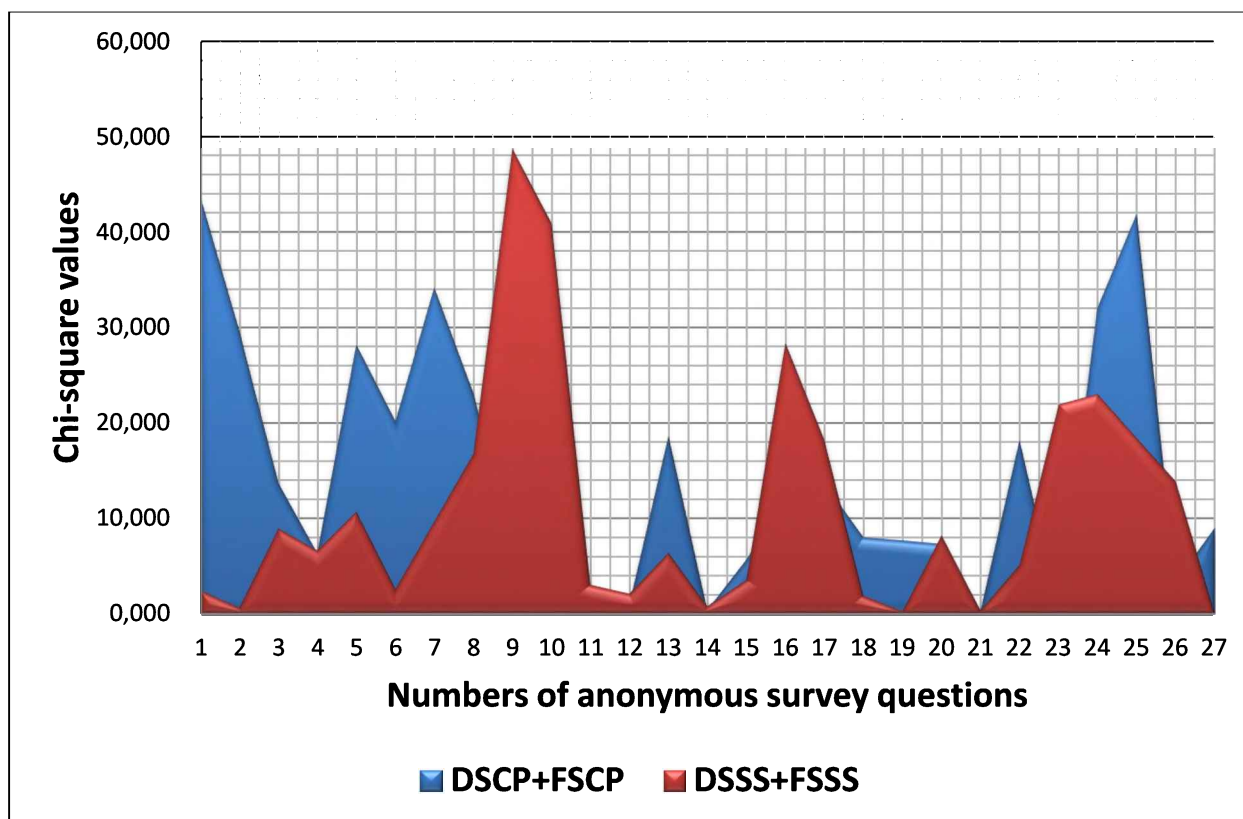


Figure 1. Legend: DSCP - Domestic students: cycle "Pediatrics" ; FSCP - Foreign students: cycle "Pediatrics" ; DSSS - Domestic students: selective subjects from the cycle "Pediatrics"; FSSS - Foreign students: selective subjects from the cycle "Pediatrics".

The main disagreements in assessing the quality of teaching the main subject "Pediatrics" between domestic and foreign students were revealed in questions 1, 2, 5,6,7, 22, 24 and 25. Regarding the quality of selected topics from the Pediatrics cycle, disagreements arose on questions 9,10,16,17, 23 and 24.

The analysis of students' perception of the entire complex cycle of pediatrics showed that the 1st question "Assess, to what extent did the discipline help you to understand the subject area of your future specialty" and the 2nd "Assess, to what extent did the discipline help you to improve your practical skills" reflected the general performance students about the need to study the pathology of childhood, as well as communication skills with small patients and their parents. It is clear that in the context of the coronavirus pandemic and wartime, it was impossible to organize real communication between foreign students and sick children or their parents. Communication skills in such limited time and language of communication among domestic students are many times higher and will significantly exceed the satisfaction of foreign students.

The answers to 5-th questions «Evaluate how open and accessible the teacher was in communication», 6-th «Assess how the teacher objectively, honestly and transparently assessed your knowledge» and 7-th «Assess the level of the organizational culture of the teacher (starts class on time, follows the schedule, etc.)»

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reflected students' opinions about the pedagogical teachers skills of the subject "Pediatrics". Foreign students gave a higher rating than domestic ones. The absence in Ukraine of national, well-illustrated clinical guidelines or textbooks impoverishes the ability of teachers to present the clinical picture of diseases intelligibly and figuratively.

The significant difference in the answers to question 22 «What was your participation in the scientific work of the department?» is due to the insignificant involvement of foreign students in research work within the framework of the Student Scientific Society compared to domestic students (ratio 1:11.5). Perhaps this is due to the fact that the scientific topics of the departments are too narrow and require special knowledge in problematic issues of pediatrics, while students are more interested in their future independent work at the level of a general practitioner.

The opinion of students about the degree of fairness assessment the level their knowledge of the "Pediatrics" basics is reflected in the answers to the questions 24-th "How do you rate your knowledge after passing the discipline?" and 25-th "What score did you take for the sub-bag control of the discipline?" Domestic students rate their knowledge much higher than foreign students. The platform for such self-assessment is confidence in the possibility of adequate contact with a sick child and his parents and the provision of the most necessary practical measures for caring for a child, which is very difficult for foreign students who have never communicated with patients in the emergency room or medical rounds of a professor of the department or the presence of medical conferences.

A different atmosphere is present when students choose topics of interest to them on their own. The focus of their attention is shifting towards assessing their own opportunities for deep development of the sections of pediatrics that interest them. The greatest discrepancies in opinions between domestic and foreign students were revealed in the answers to the questions: 9-th "Is it possible to get a high final grade in a discipline based on your own knowledge and skills?", 17-th "Is the volume of classroom hours sufficient for studying a selective subject?", 23rd «What sources of information do you use when preparing for classes?» and 24-th « Have you participated in scientific work on the subject of the discipline?».

When evaluating the answers to question 9, which reflects the opinion of students about the possibilities of improving their rating through conscientious study of the subject, the ratio of positive to negative answers among domestic students was 6:1, and among foreign students 30:1, which indicates greater confidence of foreign students in their opportunities.

Thus, the ratio of answers to the 17th question among domestic students was 1:4, in favor of the sufficiency of classroom time for mastering the material. For non-foreign students, this ratio was 1:1, i.e. half of the students consider the allocated time insufficient.

The difference in the answers to the 23rd question is due to the availability of a modern electronic (2020 edition) Nelson textbook on Pediatrics [4] in English and the absence of such publications for domestic students who are forced to collect additional information from various sources.

Large discrepancies in the answers to the 24th question are due to the fact that the level of high self-esteem of domestic students turned out to be three times higher than that of foreign students (38.5% versus 13.6% for foreigners).

Conclusions

1. Anonymous questioning of students is an objective and effective method of risk management in the educational process.

2. Distance teaching of the educational component "Pediatrics" allows you to save a number of important qualities of the educational process: the theoretical content of the academic discipline; observance of the principles of conscientiousness in the learning process; observance of the structure and theme of the declared lesson; the use of interactive teaching methods by teachers; implementation of the technical support of the lesson.

3. Anonymous survey revealed a number of risks of distance education, the elimination or reduction of which can increase the level of satisfaction from the training of applicants:

- insufficient involvement of applicants in scientific work;
- low satisfaction with the development of practical skills and insufficient correspondence of study time to the size of the information.

4. An important task for improving the quality of distance learning is the introduction of practical skills in the distance education process, which requires a systematic approach across the industry.

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