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PECULIARITIES OF THE QUALITY OF HIGHER MEDICAL EDUCATION IN UKRAINE IN MODERN CONDITIONS

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Increasing the quality of higher education has occupied a dominant place in recent years in the issues of ensuring the competitiveness of the educational system of Ukraine and training personnel with appropriate qualifications. The influence of integration processes, the growing role of globalization cause the need to use international educational standards and quality assessment criteria in the field of education. At the same time, the difference in potential opportunities and resource provision of higher education in Ukraine in comparison with developed countries, does not allow us to talk about equal approaches to issues of improving the quality of education [1]. The difficulties and new challenges faced by the educational process in higher medical educational institutions of Ukraine recently, namely the COVID-19 pandemic, the introduction of martial law in Ukraine, have a great negative impact not only on the life and development of the country, the functioning of its various spheres of activity, but also on the development of the educational process itself [2].

To solve this urgent problem, the National Agency for Quality Assurance of Higher Education (NAQAHE) was created in September 2015, which laid the organizational foundation for the formation of internal quality assurance of higher education in domestic institutions of higher education, the basis for creating academic integrity. Conducting various educational events, symposia, and forums also contributes to solving this problem. According to the 2021 NAQAHE Annual Report, among the ten

most popular specialties, specialty 222 Medicine took second place (63,000 applicants), which accounted for 6.13% of the total number. These data repeated last year's picture and confirm both the great interest of applicants in obtaining this specialty and the importance of the transformation of higher medical education in modern conditions [3].

But it is precisely from the correct development strategy, adaptation to modern educational challenges, the presence of a large scientific, research, treatment, publishing base, the use of simulation teaching methods, modern and creative teaching staff, the presence, including, versatile (educational, scientific) of international relations, depends on the quality of higher medical education in each individual higher educational institution. Globalization of the medical educational space, recommendations for the diagnosis and treatment of various diseases, compliance of the local educational process with general educational standards and terminology, requires, on the one hand, the continuous development of professional knowledge and skills of professors and teaching staff, students, postgraduates, and on the other hand, active cooperation and international exchange of experience in the field of medicine and health care. Therefore, there is a need for English-speaking teachers, who are able to both conduct classes with foreign students and communicate with their foreign colleagues, freely use educational and medical information, both for improving their own qualifications, and for use in educational and professional (primarily for clinical departments) purposes. The current stage of social development requires higher medical education to transition from its traditional model to one, focused on the formation of an innovative type of professional, capable to quickly respond to the challenges of the global world [4]. Continuous professional growth of department employees takes place through professional development and internships. According to Art. 59 of the Law of Ukraine "On Higher Education", professional development can be carried out in various ways: training according to an educational program; internship; participation in certification programs, trainings, seminars, workshops-seminars, seminars-meetings, seminars-trainings, webinars, master classes. Also, professional development can take place in various forms (institutional, dual, at the workplace, etc.) [5]. At the same time, the scientific and pedagogical worker chooses the type, form and subject of professional development personally(?). The new document to which this Law refers is the "Procedure for improving the qualifications of teaching and scientific-pedagogical workers", which is currently in effect after December 2019 amendments [6].

A few years ago, the COVID-19 pandemic made major adjustments not only in the lives of the population of the entire planet, changing their lifestyle, habits, performance of professional duties, etc., but also required the transformation of all institutions of higher education into distance education, including medical. It required the use of various IT platforms: Moodle, Zoom, Google Meet, TeamViewer, Google Classroom, Skype and others. The Odessa National Medical University uses the Microsoft Teams platform to create a unified educational process. To organize distance learning, it is necessary to use its various forms, such as: open online courses, offline distance courses containing visual materials in the form of presentations, video lessons,

lecture materials, practical work, control questions and tests, and for clinical departments - videos of operative surgery interventions, various treatment methods, practical skills, accompanied by step-by-step comments in direct relationship with theoretical data, according to the curriculum. It is very important for the tutor to add data from modern European and international recommendations, current meta-analyses, recently published articles, theses, etc. to the topic being discussed. Therefore, one of the main tasks of using distance forms of education is the selection of the optimal ratio of: i) the best achievements of the existing educational system, ii) modern innovations in pedagogy and iii) information and communication technologies [7].

Of course, distance education, first of all, for training at clinical departments has many disadvantages, which may not be solved as of today. And yet, what advantages does distance education provide for applicants? Organizational and pedagogical advantages of distance education are considered to be:

- free choice of an educational institution regardless of the applicant's place of residence;

- leveling of age restrictions, removal of restrictions on physical capabilities and basic professional activity, which allows attracting a large number of applicants;

- flexibility and mobility in the implementation of educational activities, which provides for one's own study schedule, independent choice of pace depending on individual and typological features, as well as the ability to save one's own time;

- the applicant has the opportunity to design an educational place taking into account his own wishes, which will contribute to more effective assimilation of the necessary competencies due to the creation of a more favorable atmosphere;

- professional development of tutors, since the development and implementation of distance courses requires the acquisition of innovative and technological competencies.

In our opinion, a very important aspect in the formation of a high-quality educational process is the formation of motivation for students' educational activities. This is important for both domestic and foreign students of higher medical education. Most likely, for a foreign student, this is both more difficult and more important, since the change of place of residence, family, environment, geographical and climatic features, language problems, create additional difficulties in revealing the potential of the student, his abilities, nuances in communication between tutor and student. Without a doubt, the success of students directly depends on the degree of maturity of educational motivation, and not only on the intellectual abilities of each individual. To form a competent and professional future specialist, different methods of motivation should be used, for example, achievement motivation (the pursuit of academic success and constant improvement of the level of previous personal achievements); the motivation of duty (a sense of responsibility for the results of one's own cognitive activity); self-affirmation motivation (the desire to earn the approval of tutor, colleagues, parents).

Therefore, even in modern conditions, despite the new challenges and difficulties that arise every day, the joint efforts of each member of the teaching staff, each student of a higher medical educational institution, should be considered not only as personal

educational and professional development and progress, but also as a necessity for the functioning of the institution of higher education in accordance with modern trends and transformation of the educational space, requirements of high-quality higher medical education.

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