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INTRODUCTION OF INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS AT THE DEPARTMENTS OF THEORETICAL PROFILE OF KHNMU

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Recent years have become an extremely serious challenge for all spheres of human life, including the education system. Competition in the labour market is shaping trends towards changing requirements for specialist training. That is why arises the question of how to improve the quality of the educational process (Tavares CMM et al., 2021). For this purpose, it is extremely important to introduce innovative technologies in education (Giordano NA et al., 2021). Many studies have proven that the use of new technologies in education conditionalise to the civilisational development of mankind, improves the quality of life and becomes a solid foundation for the formation of an educated and creative personality, and mainly facilitates to the development of competencies for effective professional activity (Padilha JM et al., 2019). This is the motivation for the active search, development and implementation of the newest technologies for the high-quality training of specialists, including future medical workers.

The purpose of this study was to determine the effectiveness of the impact the introduction of innovative technologies in the educational process at the departments of theoretical profile at Kharkiv National Medical University.

Materials and methods. The study involved 67 people, of whom 38 were teachers of the departments of theoretical profile of KhNMU and 29 students of I–IV medical faculties of 1–3 courses. The respondents included 45 women and 22 men in the age groups of

17 to 35 years. To achieve this goal, a sociological study was conducted by survey using specially developed questionnaires, that were distributed on Viber and Telegram social networks using Google-forms.

Results. The study revealed an opposite pattern of answers to the questions from teachers and students. When answering the question whether innovative technologies have been introduced at the department where you teach/study: 52% of respondents answered positively and 48% answered negatively to this question. According to the teachers' answers, it is clear what has been implemented: 55% of respondents said that these were interactive technologies (creating presentations using prezi.com, using interactive whiteboards (Jamboard, Padlet), and Kahoot, Mentimeter), 36% said they use Workshop technology and another 9% said they prefer traditional teaching methods. In general, 67% of respondents positively assessed the effectiveness of the new technologies, while another 26% were sceptical about the effectiveness of these technologies, and 7% had difficulty answering the question. 71% of the surveyed respondents noted an improvement in students' performance in the discipline they teach, while 29% did not notice any changes. 86% of respondents noted a general increase in students' interest in studying the subject they taught, while 14% did not notice any changes. When assessing the effect of interactive technologies on the educational process: 43% noted the use of interactive whiteboards (Jamboard), 37% – the use of Kahoot and Mentimeter applications, and 20% noted the importance of the impact of workshops.

Answering the question of whether innovative educational technologies have been introduced at the departments of theoretical profile, 54% of applicants gave a positive response and 46% answered negatively to this question. This is how technologies were used: 56% of students mentioned the Workshop technology; 29% of respondents said that teachers used presentations developed with the help of prezi.com during practical classes; 8% noted the use of interactive whiteboards (Jamboard, Padlet) and 7% of Kahoot and Mentimeter. In whole, 78% of students positively assessed the effectiveness of the introduced interactive technologies and

22% doubted their effectiveness. 74% of surveyed students noted an improvement in their academic performance, while 17% did not notice any changes and 9% had difficulty answering this question. 89% of respondents noted an increase in interest in studying the subject and 11% of respondents had difficulty answering this question. When assessing the extent of the impact of interactive technologies on the educational process: 47% noted the impact of workshops; 42% – the use of Kahoot and Mentimeter applications by teachers; 11% noted the use of interactive whiteboards (e.g. Jamboard).

Conclusions. Thus, based on the data obtained in the course of the study, we can conclude that the issue of introducing innovative technologies remains open. At the same time, in general, there is a coincidence of views of teachers and students on the introduction of innovative technologies in the educational process, which was manifested in most cases by their full support. However, there are some doubts among both teachers and students about the effectiveness of the technologies introduced into the educational process. In general, the information that was obtained creates a basis for further research in this area.

References

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