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## **ONLINE EDUCATION PROSPECTS: FROM THE EXPERIENCE OF TEACHING AT THE MEDICAL UNIVERSITY DURING THE QUARANTINE PERIOD**

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The ongoing quarantine due to the coronavirus pandemic has led to the organization of new forms of communication between teaching staff of universities and students. Online learning, which has become widespread during this period, is sometimes equated with distance learning. At the same time, one must see the difference between online teaching methods and distance learning as a special, legally stipulated form of acquiring education.

In this regard, it should be noted that the law on higher education, by default, implying the face-to-face nature of interaction during the educational process, gives an educational institution the right to establish other forms and types of the educational process. At the same time, correspondence, or distance learning, is singled out as a special form of education, which, in particular, is stated in Article 49 of the Law on Higher Education of Ukraine. The choice of full-time or part-time (distance) education is the right of the recipient of education, and not of the university, which only provides an opportunity to make such a choice.

Distance technologies as the most effective way to implement distance (correspondence) education have been talked about since the end of the last

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century [1, p. 12; 2, p. 6]. However, the introduction of these technologies during the quarantine period was of a completely different nature. Instead of optimizing the educational process, as it was assumed in the case of distance education, the traditional educational process was replaced by online learning. Although the transition to distance technologies was authorized within the competence of the higher educational institutions themselves, it is impossible to speak unequivocally about the legal impeccability of such an action, and its lack of alternatives is justified only by the strict conditions of quarantine. It is clear that such an urgent transformation of the educational process has created a number of organizational problems, especially in countries such as Ukraine, where online technologies in the educational process have not yet spread. This is especially the case in medical higher education institutions, where full-time education is an exceptional form, and therefore, proficiency in online learning methods is not included in the official duties of teachers.

Nevertheless, the widespread use of distance technologies in the pedagogical process of medical universities has already occurred, so that some conclusions can already be drawn about their impact on the educational process and the prospects for use. By offering to discuss the positive and negative aspects of online learning, we proceed, among other things, from our own experience in teaching pathomorphology at a medical university. Although, there is no doubt that in order to understand the role and place of online learning in full-time education, it is still necessary to carry out a system analysis and develop models of pedagogical design.

As noted above, the lack of pedagogical design was the reason why, when switching to distance learning, the usual methods of classroom studies were blindly transferred to the online mode. At the same time, the most convenient and democratic platforms in terms of communication accessibility were used, such as Zoom. Of course, the creation of professional programs requires the involvement of appropriate experts and considerable financial costs, estimated in relation to our conditions at several hundred thousand hryvnia for the preparation of one online course. In addition, during the transition to distance learning methods, there was no experience and understanding of the format of interaction with students, without which it is difficult to determine the structure of the educational material and the nature of the content to be adapted to new education. The lack of a professional approach to the organization of online education, naturally, led to the fact that a considerable number of participants in the educational process on both sides began to form an opinion about the low attractiveness and low efficiency of such training. To overcome the negative stereotypes that arise when conducting online education, first of all, it is necessary to establish feedback, allowing you to see

how students feel in the new information environment. At the same time, it would be advisable to study the opinions of students through their involvement in the assessment of the educational process, for example, by exchanging posts on the Moodle forum, or using anonymous chats and targeted emails. For this, you can also use part of the free time at the educational process, during which students can exchange text messages or phone calls with each other and report the results of such communication. All of these are constituent elements of pedagogical design provided by the ADDIE system: Analysis, Design, Development, Implementation, Evaluation [3, p. 14]. However, consistent adherence to this model in the face of an emergency transition to a new teaching format does not seem realistic. Nevertheless, the experience of using online learning already accumulated during the quarantine period allows us to draw some conclusions about the feasibility and prospects of using it in the traditional educational process after the end of quarantine.

As noted above, online education under quarantine conditions is not identical to distance education as a special form of educational process, legally enshrined in the framework of the law on higher education. Moreover, one of the main principles of pedagogical design should not be forgotten – information is not instruction. In large part because of this, online learning has retained the usual design of the traditional classroom lesson, without adopting such a common distance learning method as asynchronous learning, where the presence of a teacher is often replaced by screencasts, automated webinars, or videos. on YouTube. With all this, despite the synchronous nature of communication, online learning has lost one of the most important elements of a classroom lesson – the teacher's opportunity to assess the reaction of students. Of course, there are clear benefits of online learning associated with reduced training costs, including the cost of renting premises, travel to the place of study – both on the part of students and teachers. This also includes the advantages of a logistic nature associated with increasing the efficiency of planning the educational process, minimizing delays, and improving attendance. The classes that have become popular in Zoom provide an opportunity to improve the quality of training due to the almost unlimited filling of classroom lessons with demonstration material – both prepared in advance and directly borrowed from the Internet. As for medical universities, this option is especially useful when teaching morphological disciplines, in particular pathomorphology. For example, the use of a microscope with a digital video camera makes it possible to study histological specimens simultaneously for the entire audience. Such interactivity of learning is difficult to implement outside of an online presence. All this makes it possible to improve the development of practical skills, which is usually lacking in

traditional teaching, overloaded with the theoretical part at a limited set of mnemonic techniques. Turning to the theoretical part, it should be noted that there is also the possibility of improving the quality of perception of the material by combining verbal communication with synchronous textual duplication, as well as the introduction of graphic, animation elements and scribing. Nevertheless, numerous mnemonic techniques that become available in online learning are depreciated in the absence of serious motivation from students. It should be borne in mind that the established practice of webinars, screencasts, training courses is based on the initial interest of a certain audience in this or that content, that was emphasized even at the initial stage of the formation of these technologies. Unfortunately, for a large part of the student audience, the main motivation is narrowed down to the ultimate goal of acquiring a higher education. It is difficult to direct such a general motivational attitude towards understanding the importance of specific disciplines, especially non-core or fundamental theoretical ones, less related to practical specialties, which, in particular, most students are targeting in medical universities. To a large extent, for this reason, distance learning, which successfully adapts computer and video information technologies, cannot squeeze out or, even more so, replace face-to-face training, for which not a video sequence, but a teacher remains the main factor in providing the motivational component of the educational process. Therefore, the main conclusion from the many months of practice of using online technologies in the educational process is to consolidate the positive options of online learning in the full-time education system after the end of quarantine. So, it will be quite justified if online learning methods become part of the practice of pre-examination preparation and consultation, when students' motivation to master certain content sharply increases in connection with the focus on passing the exam. At the same time, the leading role of the teacher in organizing the educational process fades into the background, and the importance of the above-mentioned mnemonic advantages of online learning increases. The advantage of online learning is also quite obvious when conducting individual consultations and practicing missed classes, which is justified not only from a pedagogical point of view, but logistically convenient, expanding the possibilities of teachers in organizing their working time and allowing individual students to support learning in situations that make face-to-face communication difficult. It is clear that the advantages of online learning discussed here can be adapted in different ways depending on the specifics of the university and the nature of academic disciplines. However, one way or another, online learning expands the possibilities of inclusive education.

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## PROBLEM ISSUE OF PEDAGOGICAL CONDITIONS OF IMPLEMENTATION OF GENDER APPROACH IN HIGHER EDUCATION

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In scientific and pedagogical thought, the term «gender» means «social sex». According to scientists, if «sex» differs from the physical and physical differences between a man and a woman, the concept of «gender» affects their psychological, social and cultural personalities. Over the years, gender stereotypes have been formed by culture, which generalize ideas (beliefs) about what are and how people of different genders (men and women) behave [3].

The aim of the article is to define and substantiate the theoretical foundations of the problem of forming gender equality in scientific and pedagogical thought and the formation of existing strategies that will help overcome this problem in practice.

Today, modern education is based on «the principles of humanism, democracy, national consciousness, mutual respect between nations and peoples». Therefore, one of the most important issues of our society is the achievement of gender equality, which is in line with democracy and humanism.

The problems of formation of gender research in education are reflected and carefully studied in many works of scientists such as: T. Barchunova,

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