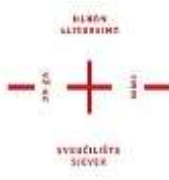


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- Розвиток освітнього процесу
- Завдання вищої освіти у сфері розвитку суспільства
- Наукова та інноваційна складова в освіті
- Удосконалення методичного забезпечення навчального процесу
- Проблеми організації навчального процесу
- Удосконалення інформаційно-ресурсного забезпечення освіти

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Тези доповідей надруковано в авторській редакції. Автори матеріалів несуть відповідальність за вірогідність наведених відомостей, точність даних за цитованою літературою та за використання даних, що не підлягають відкритій публікації.

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РОЗВИТОК ОСВІТНЬОГО ПРОЦЕСУ

**TO THE QUESTION OF CONSTRUCTIVE PEDAGOGY
IN DISTANCE EDUCATION**

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Introduction. Currently, both domestic and leading foreign university are developing and discussing all possible directions for the further development of higher medical education. Two leading challenges determine the relevance of this historical moment for all national higher education systems. This is, firstly, the explosive development of distance learning technologies caused by the need to revise pedagogical technologies in connection with quarantine measures during the coronavirus pandemic. And secondly, a sharp aggravation of competition in the educational services market, which ranks 4th in the world in terms of profitability after the military, industrial and pharmaceutical business.

Main part. One of the phenomena of the global democratic transformations in the world, initiated by the Bologna Process, is the increase in the availability of higher education for many segments of the population and the emergence of competition between higher educational institutions.

An analysis of this new phenomenon revealed the emergence of a dichotomous phenomenon in the field of higher education pedagogy: the formation of two categories: the educational system and educational services. The medical education system (MES) has its own industry characteristics and methodological and ethical principles developed over the past 200 years. This is primarily due to the peculiarities of the object and subject of research in medicine - human health, public health and the diversity of healthcare systems. Improving the educational level of the population and the availability of the Internet to quickly gather the necessary information for the modern patient places new demands on the physician with respect to its socialization, competency capabilities and knowledge content chosen specialty. The authors of [1, c.102] are right when they define medical pedagogy as "a body of knowledge that provides a doctor with the ability to competently and at the same time clearly explain to the patient his condition, to convince the patient of the need for treatment in principle and the implementation of specific therapeutic and preventive recommendations in particular". One of these areas is the modernization of healthcare based on telemedicine and block chain technology [2].

Educational services in medicine (ESM), in contrast to MES, are not aimed at solving such global problems of strategic importance. They solve urgent tactical

problems by timely conducting marketing research and attracting as many students as possible to their educational institutions. It is in the ESM sector that active competition has developed between universities for increasing the effectiveness of pedagogical technologies. The high demand for distance education has led to a rapid growth in the creation of science-based information platforms. Online methodology requires specific skills from medical educators in addition to traditional face-to-face communication. The pedagogical practice accumulated by many universities has shown that a simple, mechanical transfer of a lecture, seminar or practical lesson to online environment is ineffective, tedious and cumbersome. It does not reveal the outstanding and promising possibilities of new educational technologies.

A literature review "Top 5 Trends In Educational Technology, 2021" reveals the following most progressive techniques in ESM:

- synchronization and desynchronization of group discussions, which allows each student to develop the skills of argumentation when discussing clinical cases;
- development and maintenance by students of their personal blogs;
- simulation modeling, so relevant when students are unable to participate in clinical rounds (solving situational problems, participating in pathological conferences, practicing communication skills in role-playing games, etc.);
- a number of Western universities encourages (Bonk & Zhang, 2006) to involve students in a self-testing procedure called "internal audit" and also supports leadership in creating the most "complex and significant products" on the basis of scientific student societies (statistical research, presentations on student scientific conferences, online scientific discussions).

Conclusion. Thus, distance education, stimulated by the COVID-19 pandemic, caused an adaptive change in educational technologies, which in turn made it possible to expand the independence of students in the assimilation of didactic material and develop creativity. For university faculty, the need for distance education has been a powerful incentive to reevaluate previous educational technologies and has created powerful and exciting ways to develop new ESM.

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