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**THE INFLUENCE OF DISTANCE LEARNING DURING THE WAR ON THE DEVELOPMENT OF COMMUNICATIVE COMPETENCES IN MEDICAL UNIVERSITY STUDENTS.****ВПЛИВ ДИСТАНЦІЙНОГО НАВЧАННЯ ПІД ЧАС ВІЙНИ НА РОЗВИТОК КОМУНІКАТИВНИХ КОМПЕТЕНЦІЙ У СТУДЕНТІВ МЕДИЧНОГО УНІВЕРСИТЕТУ.****Yurkiv O.I./Юрків О.І.**

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**Resume.** Based on the analysis of literary sources, data are presented on the formation of professional communicative competencies in students studying at medical faculties in conditions of distancing during the war. This article presents and analyzes the training system in higher medical institutions aimed at acquiring communication skills in self-isolation using information platforms. The main goal of this project is the implementation of active pedagogical methods through the use of new information and communication technologies in order to ensure maximum "distance" cooperation between student and teacher. The analysis of the system shows that the pedagogical goals pursued by student-centered learning have been achieved. A multidisciplinary approach can be optimal, requiring close coordination between partners, a balance between groups of students of the studied disciplines, training and support from teachers when using distance learning platforms during the war.

**Key words:** distance learning during the war, communicative competences, students of medical university.

**Introduction.**

A personality-oriented approach to the organization of the educational process in higher medical institutions provides for the transition from traditional to innovative means of professional development of a personality; from the priority of highly specialized tasks to the holistic development of the personality of the future doctor; from subordinate relations in the "teacher-student" system to pedagogical interaction, creative cooperation [1, 2]. The starting point in the development of the problems of higher medical education should be the understanding of educational activity as a process of implementing the model of the personality of a professional doctor who is able to successfully fulfill a social order. The issues of increasing the effectiveness of student-centered education in higher medical institutions are considered in the context of solving the problem of forming professional communicative competence [3]. Considering communicative competence in the context of professional training of future doctors, we understand it as a set of professional knowledge, skills and abilities that ensure the effective implementation of the communicative function in professional activity, which contributes to their further self-improvement and self-realization. During the war, the problem of the formation of communicative competence is in the center of attention in connection with the implementation of the goal of professional training of students in conditions of distance [5-7].



The main goal of this project is the implementation of active pedagogical methods: a personality-oriented, interdisciplinary approach; the use of new information and communication technologies to ensure maximum "remote" cooperation between various project partners.

### **Main part.**

To increase the effectiveness of modern professional communicative training of future doctors and the compliance of its levels with modern national requirements, we have formed 2 observation groups. The main group (n=23) included 3th year students of medical faculties with binary teaching of the topics "Feeding of children 1<sup>st</sup> year" in the discipline "Nursing practice " and the topic "Formula feeding in infants" in the discipline " Propedeutics Pediatrics ", respectively. The control group (n = 19) consisted of 3th year students of medical faculties teaching the topic in one discipline. To assess the effectiveness of students' communicative competencies in the comparison groups, we used a questionnaire "Test questionnaire of communication skills" L. Michelson, aimed at identifying communicative positions (dependent, communicative, aggressive); determination of the general level of development of communicative competence before and after the lesson [5].

The method of researching social intelligence by J. Guildford and M. Sullivan allows us to identify the general level of development of social intelligence according to the following criteria: 1 - low, 2 - below average, 3 - average, 4 - above average, 5 – high [3].

Statistical processing of the results using parametric, nonparametric methods included: analysis of variance with the calculation of the Student's test (t) and Spearman's correlation analysis ( $\rho$ ). The critical value of the level of statistical significance (p) for all types of analysis was taken at the level of  $p < 0.05$  (5%).

The level of social intelligence in the main and control groups of observation before the study was recorded at the average level and amounted to  $2.8 \pm 1.6$  and  $2.7 \pm 1.4$  points, respectively, with  $p > 0.05$ . After the binary lesson in the main observation group, the level of social intelligence significantly increased to  $4.5 \pm 0.4$  points,  $p \leq 0.05$ . After a monodisciplinary lesson, the level of social intelligence in the control group did not have a statistically significant increase and was recorded at an average level ( $3.4 \pm 0.3$  points), as before the lesson.

The predominant type of communicative competence in the main (68.2%) and control groups (65.6%) observation before the study is dependent. After conducting a binary lesson in the main group, the type of communicative competence was assessed as communicative in 56.7% of students, while in the control group - only in 24.6%, with a predominance of the dependent type in 57.3% of the respondents. A positive correlation coefficient was found between the level of social intelligence and the level of communicative competence, equal to  $\rho = 0.36$  with a sample size of 42 people and a confidence level of  $p < 0.05$ . The data obtained indicate that the level of communicative competence and the level of development of social intelligence are interrelated phenomena.

At the same time, significant positive correlations were established between the level of social intelligence and competent communicative positions (the correlation coefficient was  $\rho = 0.32$ ;  $p < 0.05$ ) and negative correlations were found between



dependent and aggressive positions ( $\rho = -0.33$ ;  $p < 0.05$ ). Cognition of behavior systems is positively correlated with competent positions in communication ( $\rho = 0.33$ ;  $p < 0.05$ ), and also has a negative relationship with dependent and aggressive positions in communication ( $\rho = -0.38$ ;  $p < 0.05$ ). From this, we can conclude that the ability to understand the logic of the development of interaction situations, the meaning of people's behavior in these situations is positively interconnected with competent positions in communication and has a feedback with dependent and aggressive positions.

A feature of distance learning during the war is the impact of the situation on each representative of the educational process: both teacher and student. Adaptation and adaptation to learning under stress does not come immediately. The state of psycho-trauma affects not only those who are in the war zone, but also those who are in other regions of the country. This is especially true of temporarily displaced persons and persons in whose families the father or mother is at war. Therefore, it is necessary to constantly monitor the emotional state of students. If necessary - spend more time practicing a skill. Approach each student - individually, friendly, with understanding.

Therefore, in order to interest students, it is necessary to change teaching technologies and develop clinical thinking in them. Activation of educational and cognitive activities will be achieved only with the introduction of innovative technologies in which classes will become more accessible, interesting and complete.

### **Conclusion**

The formation of communicative competence is a cyclical process that is carried out at the orienting-adaptive, communicative-activity and communicative-analytical stages. The analysis of the system shows that the pedagogical goals pursued by student-centered learning have been achieved.

A multidisciplinary approach can be optimal, requiring close coordination between partners, a balance between groups of students of the studied disciplines, training and support from teachers when using distance learning platforms.

An individual approach to everyone, whether a teacher or a student.

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