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ON THE QUESTION OF THE ORGANIZATION OF THE EDUCATIONAL PROCESS IN THE CONDITIONS OF THE COVID-19 PANDEMIC

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Abstract. *The work deals with the organization of the educational process in the conditions of the COVID-19 pandemic. Issues of advantages and disadvantages of various forms of education are discussed. Distance education is not an alternative, but only one of the auxiliary forms of organizing the educational process.*

Key words: *COVID-19, educational process, remote form of education*

Introduction.

The COVID-19 pandemic has brought significant changes to the organization of the educational process in higher education. In particular, one of the priority directions was obtaining higher education in a mixed form of education (face-to-face and distance learning). What is realized thanks to information and educational technologies and communication systems [1,4,6].

Distance education has a number of undeniable advantages. Thus, a student of higher education can study at a time convenient for him, in a familiar environment and at a relatively autonomous pace.

So, practically without leaving home, you can maintain regular contact with the teacher using telecommunication technologies, including video communication, and receive structured educational material presented in electronic form. A small part of the educational process of distance education in terms of time and volume can be carried out face-to-face (compilation of modules and practical classes) [3,7].

Various distance learning technologies are used. Characteristic features are: flexibility, modularity, parallelism, a large audience, economy, technology, social equality, internationality, quality, changing the role of the teacher [2,5,8].

This form of organization of the educational process implies a change in the role of the teacher: it makes him a mentor-consultant who must coordinate the cognitive process, constantly improve the courses he teaches, increase creative activity and qualifications in accordance with innovations and innovations.

The main text.

The use of network technologies allows the student to build his strategy for studying the academic discipline and contributes not only to the students' assimilation of knowledge, abilities, skills, forms of professional behavior, but also to the formation of a certain structure of personal qualities. The study of the conditions for the formation of the professional competence of future specialists by means of network technologies



made it possible to establish that the introduction of an educational and methodological complex, which includes distance courses developed by means of Moodle using a modular approach, the presentation of knowledge as a dynamic, multimodal structure, in the formation of which students participate, contributes to the acquisition students experience independent replenishment and updating of professional knowledge, personal involvement in this process and responsibility for it.

The Department of Infectious Diseases and Epidemiology successfully uses the google meet system for distance learning.

In our opinion, there are certain advantages of this form of education in the conditions of the COVID-19 pandemic

Among them, you can highlight:

1. Relevance, which involves the use of the most modern means of obtaining information, information and computer technologies and Internet capabilities

2. Relatively larger volumes of information that can be obtained in the conditions of distance learning in a shorter time.

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4. Convenience, in which each student has the opportunity to choose his own rhythm and mode of acquiring knowledge in a comfortable environment for him, which will favorably affect the learning process itself.

5. Relatively larger volumes of information that can be obtained in the conditions of distance learning in a shorter time.

6. Convenience, in which each student has the opportunity to choose his own rhythm and mode of acquiring knowledge in a comfortable environment for him, which will favorably affect the learning process itself.

7. Relatively larger volumes of information that can be obtained in the conditions of distance learning in a shorter time.

8. Convenience, in which each student has the opportunity to choose his own rhythm and mode of acquiring knowledge in a comfortable environment for him, which will favorably affect the learning process itself.

9. Relatively larger volumes of information that can be obtained in the conditions of distance learning in a shorter time.

10. Convenience, in which each student has the opportunity to choose his own rhythm and mode of acquiring knowledge in a comfortable environment for him, which will favorably affect the learning process itself.

11. Availability and free access to educational materials posted on the MOODLE distance learning server.

12. Flexibility, which provides an opportunity to teach the material according to the level of training and basic knowledge of students. The website of the department with the necessary information has been created.

13. The absence of geographical barriers, which eliminates the need for expensive relocation and living in other countries, and instead provides the opportunity to communicate with teachers and students around the world without restrictions [1; 4].

However, the distance learning system has its drawbacks. First, for successful correction of learning and adequate assessment, it is important to have direct contact



with the learner. In addition, it is impossible to verify exactly whether it is the person who is working, performing the task, or whether someone else is doing it. We believe that the final control of the quality of knowledge should still be carried out face-to-face. In addition, not all settlements have access to the Internet. And most importantly, with distance learning, direct contact between the teacher and the student is lost [3].

With long-term distance learning, the student ceases to correctly formulate his thoughts, express himself and hold discussions. At the same time, this form of education requires a conscious and motivated approach to education. The opportunity to study at a convenient time may not turn into systematic study, but into a constant postponement of this type of activity. That is why the remote form requires special self-organization and the ability to calculate your time.

Regarding the issue of communication between the teacher and the student in the conditions of the organization of the educational process in distance education, we would like to note that:

- the basis of distance learning is self-education, which involves self-motivation of the student regarding his own learning, as well as a certain level of self-organization of the individual;
- communication between the teacher and the student according to the "one-to-one" principle, which corresponds in form and content to an individual consultation;
- "one-to-one" communication and interaction does not exclude "one-to-many" interaction, since the teacher, according to a pre-arranged schedule, works with many students at once. This form of interaction resembles traditional classroom learning;
- "many-to-many" interaction means that it is possible for many students to communicate simultaneously and share their experiences and impressions.

Conclusions.

1. Distance education is not an alternative, but only one of the auxiliary forms of organization of the educational process.

2. Distance learning provides students of higher education with access to non-traditional sources of information, increases the efficiency of independent work, provides completely new opportunities for creative self-expression, finding and consolidating various professional skills, and in turn allows teachers to implement completely new forms and methods of learning.

3. The development of distance learning will continue and improve with the development of Internet technologies and the improvement of distance learning methods.

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