

– естетичні бар'єри, що виникають при першій зустрічі. Розбіжність уявлень про зовнішність і поведінку може перешкодити подальшій взаємодії керівника і здобувача;

– емоційні бар'єри, які виникають через неадекватність або розбіжності інтенсивності емоційних проявів;

– бар'єри напруги – це невпевненість здобувача в собі на основі неадекватності самооцінки, посиленого емоційного контролю і т.д.

Отже, запорукою успішної підготовки здобувачів, проведення ними власних наукових досліджень є не тільки професійні та наукові знання, а й використання ефективних комунікаційних технологій.

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ONLINE TEACHING OF THE HYGIENE AND ECOLOGY DISCIPLINE TO FOREIGN STUDENTS IN THE ENGLISH EDUCATION FORM: THE CHALLENGES OF THE WAR IN UKRAINE

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Ukrainian technical and medical educational institutions have always enjoyed high popularity among foreigners, because the most sought-after professions in their native countries are doctors, engineers, and economists. According to the data of the «Ukrainian State Center for International Education» of the Ministry of Education and Science, as of January 1, 2021, their number was 76,548 students (in 2018 there were 75,605) [1], of which 68,908 (90.02 %) are on the main

training; language training – 4,936 (6.45 %); postgraduate education – 1,719 (2.25 %); postgraduate studies, doctoral studies – 974 (1.27 %); according to academic mobility programs – 11 (0.001 %) [1].

Among the most popular specialties are medical – almost 50 %, and the Bogomolets National Medical University ranks third in demand among applicants [1, 2]. In 2016, more than 500 foreign students enrolled at NMU to study in English, in 2020 – more than 1,260, in 2021 and 2022 this trend continued despite the corona virus restrictions [2, 3].

The main form of education for foreign citizens is full-time. The COVID-19 pandemic forced a transition to a hybrid, mixed form of education, which mainly involved students receiving and processing theoretical material in the form of online lectures, presentations, discussions (discussions in small groups), independent work, and then practicing practical skills directly in classrooms and laboratory rooms according to a specially designed schedule to avoid overcrowding.

From February 24, 2022, all educational and pedagogical personnel (EPP) were transferred to work exclusively remotely with students. The primary reason for this forced step was the urgent departure of students from Ukraine on the recommendations of the relevant embassies. The high risk of damage to the university's infrastructure, the introduction of a curfew, and the deterioration of transport connections in the city made it difficult for students to get to their workplaces. Therefore, full-fledged practical classes organized online began to be held with students.

An algorithm for conducting practical classes with students of higher education in a new format has been developed. It includes the study of theoretical material related to the subject of the lesson using methodical recommendations and video lectures on the platform «Lika», a textbook on the department's website, video instructions on the YouTube channel, and its preparation in the form of a protocol with a synopsis. Next, the student receives an individual or group task in the form of a task or a practical case and solves them with the help of step-by-step algorithms and instruction schemes developed by the teachers. Solved tasks uploaded by the student to «Lika» are checked and commented by the teacher. If necessary, verification and joint solution of the task is carried out with the help of a video conference.

Completion of test tasks on the platform «Lika» for each topic is mandatory for all students. After that, incorrect answers or difficult questions are discussed with the teacher and the whole group. The teacher can monitor the time spent by the student on each test task, the incorrect answer option selected, the dynamics of performance by group. The experience of teaching at the department of hygiene and ecology No. 1 according to the proposed algorithm of conducting practical classes with students in a new format showed that the students successfully mastered the material and passed the final tests.

But it should be noted that the initial phase of remote work with students caused the following difficulties:

- not all students had access to the Internet, which caused their absence online in Zoom, Viber, Google Meeting, etc. according to the time of the lesson;

- students' access to information on official Internet resources has become limited;

- the change in the time zones in which the students were located caused the difference in time, and therefore a decrease in the percentage of students present at the lesson and the timely submission of control tasks;

- the sudden loss of access to his workplace (personal computer) by the EPP led to the absence of calendar and thematic plans, class schedules, educational and methodological materials, etc.;

- not all teachers had the knowledge and modern digital tools to conduct high-quality online classes.

Of course, during a war, easy and clear solutions should not be expected, it is impossible to prepare for everything and predict everything, but today we can say with confidence that remotely studying is a two-way process in which the desire, consciousness, integrity, responsibility of the student and the teacher play an extremely important role. It is obvious that the quality of online education depends mostly on the discipline of students and teachers. Actually, online learning in theoretical departments is not a problem, because problems can be created by improper attitude towards it. Students who really wanted to gain knowledge found the opportunity to access the Internet in a synchronous or asynchronous form according to the time of the class.

The teachers of the department took an active social position, especially during the period of martial law, which was a real challenge for foreign students who were far from home and relatives. The EPP of the department conducted classes asynchronously, meeting students as much as possible in each individual case (individual consultations, sending recommended sources for preparing for classes, postponing the deadline for passing control tasks), and the interchangeability of teachers played a big role in the event that one of them was unable to conduct an online class. In their free time from work, they provided consultations on sanitary and hygienic measures during the war, recommendations on maintaining optimal nutritional status, drinking regime, etc.

So, regarding the conclusions made during this «special» period of the educational process:

1. Remotely studying is not only a forced step in difficult conditions. It has long-term effects on the further functioning of the domestic system of higher education. Online education, unlike offline, is much better able to ensure the continuity of the educational process. The acquired experience will surely be applied even after the end of the war.

2. It provides all students with access to the educational process, regardless of their location or life circumstances.

3. It is necessary to constantly organize advanced training of EPPs in effective methods of work in the online format.

4. It is necessary to introduce tools aimed at reducing the educational losses of students and teachers.

We are proud to be part of students' path to success and do our best to ensure it.

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ЗНАЧЕННЯ ПОЧАТКОВОГО ЕТАПУ ТРЕТЬОГО (ОСВІТНЬО-НАУКОВОГО) РІВНЯ ВИЩОЇ ОСВІТИ ДЛЯ ЗДОБУТТЯ СТУПЕНЯ ДОКТОРА ФІЛОСОФІЇ

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Підготовка здобувачів на третьому (освітньо-науковому/освітньо-творчому) рівні вищої освіти з метою здобуття ступеня вищої освіти доктора філософії регламентується Законом України «Про вищу освіту» [1], Постановою Кабінету Міністрів України «Про затвердження Порядку підготовки здобувачів вищої освіти ступеня доктора філософії та доктора наук у вищих навчальних закладах (наукових установах)» [4], Постановою Кабінету Міністрів «Про затвердження переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти» [3] тощо.

Третій (освітньо-науковий/освітньо-творчий) рівень передбачає набуття здобувачами вищої освіти здатності розв'язувати комплексні