



International Science Group

ISG-KONF.COM

**XXI**  
**INTERNATIONAL SCIENTIFIC**  
**AND PRACTICAL CONFERENCE**  
**"ACTUAL PRIORITIES OF MODERN SCIENCE,**  
**EDUCATION AND PRACTICE"**

**Paris, France**  
**May 31 - 03 June, 2022**

ISBN 979-8-88680-831-5

DOI 10.46299/ISG.2022.1.21



**REMOTE TECHNOLOGIES IN TEACHING PHYSICAL  
REHABILITATION AND SPORTS MEDICINE TO  
FOREIGN ENGLISH STUDENTS OF MEDICAL  
UNIVERSITY**

**Dorofeeva Elena,**

Professor, PhD,  
Bogomolets National Medical University

**Yarembash Xenia,**

PhD., Associate Professor,  
Bogomolets National Medical University

**Volynets Lyudmila,**

Ph.D., Associate Professor,  
Bogomolets National Medical University

**Volynets Victoria,**

Ph.D., Associate Professor,  
Bogomolets National Medical University

**Topicality.**

The teaching activity of teachers in academic education in medical university consists of working out the practical professional skills of students-future doctors and studying the experience of modern scientific pedagogical principles. And if the attention is focused on the first two components, the features and effectiveness of the educational process remains unnoticed. [3].

Teachers need to be more than just competent in their discipline, and provide theoretical knowledge to their students, especially given such a powerful challenge in recent years as the epidemic, the new coronavirus infection COVID-19 and measures taken to combat its spread, a normal functioning in the of higher education, and especially in medicine, distance learning from the tool has become a necessary and mandatory condition for the functioning of the entire educational system.

This is a new reality, which first of all had to be accepted, to adapt to it [1].

Self-isolation, remote form of work - all these are new conditions to which we managed to adapt in the shortest possible time in the field of higher education, to implement appropriate tools.

The introduction of distance learning requires somewhat different approaches to the modern educational and pedagogical process.

The teacher needs to be not just competent in their discipline, and provide theoretical knowledge to their students. Effective learning is impossible without a quality assessment of students' knowledge. [4, 9].



Foreign scholars prefer to monitor the quality of knowledge, timely analysis of the pedagogical situation in the dynamics and their optimization [11].

The use of which creates the basis for effective reform and modernization of the pedagogical process and accelerating the integration of Ukrainian higher medical education into the European space [6].

**Objective.** To explore the problems of pedagogical assessment (written testing and interviews) in the process of forming the competence of English-speaking students of medical and dental faculties.

**Materials and methods.** 53 students passed the pedagogical assessment at practical classes in physical rehabilitation and sports medicine for English-speaking students of Bogomolets Medical University, 4th year of the Faculty of Dentistry and 5th year of the Faculty of Medicine were tested.

To determine the formation of competence in students, a test control was performed in the test to determine the level of mastery of the topic and to be interviewed, answering 10 questions.

**Results and discussion.** Pedagogical assessment is not an exact science [12].

Future specialists need the formation of new competencies for adaptation in modern society, as one of the key components of the development and reform of modern higher medical school [8].

Pedagogical assessment is related to pedagogical diagnostics [7].

Pedagogical assessment involves [5].

1. Oral control: questions on the content of educational material and evaluation of students' answers.

2. Written control: written test of students' knowledge: solving situational problems

3. Control of practical skills: involvement of students in specific practical activities, during which the ability to apply knowledge in practice is tested: drawing up a protocol of the survey and appointments of the FR in each topic

4. Control of individual creative work of students in the form of presentations on practical skills, taking into account the future specialty.

In the educational and pedagogical process, oral control plays an important role, promotes the development of students' ability to think, express thoughts in a logical sequence, operate with professional concepts and terminology, develop a culture of communication [5].

The teacher is required to be able to competently, logically formulate questions in order to develop the student's active thinking, objectively evaluate the answers, of course, taking into account the individual characteristics of each student. Of course, much depends on the teacher and his interest, on the willingness to transfer knowledge and experience to students using distance technology, on the tools and teaching methods used.

Written control allows you to use time more efficiently while checking the levels of knowledge of all students in the group. It helps to improve the quality of cognitive activity, the formation of skills in medical records.



Objective assessment of students' knowledge should be combined with the above methods [10].

The use of the test method in the educational process in medical education, despite its popularity, has been significantly overestimated [2]. A comparison of the results of the interview and written testing was performed (Table).

**Table. Comparative analysis of written test results and interviews**

TYPE OF CONTROL	Levels of competence formation among English-speaking students		
	High	Medium	Low
<b>Entrance testing</b>			
written test	23.08	42.31	34.62
interview	7.69	9.62	82.69
<b>Final testing</b>			
written test	36.54	40.38	23.08
interview	19.23	26.92	53.85

The results of testing showed a high level of 23.08% of students, while the results of interviews in only 7.67% of cases confirmed a high level of competence.

The average level was found in 42.31%, which was confirmed only in 9.62% of cases during the interview with students.

The low level of competence was found in 34.62%, and after the interview it was confirmed in 82.08% of students.

During the final testing of the discipline, students who had a low level of competence significantly decreased according to the results of the interview. But according to the results of the written test - up to 23.08% to 53.85%.

The average level was observed in 40.38% according to the test results and in testing - 26.92%

A high level was found in 36.54% during the written test and 19.23% of students during the interview, respectively.

The conducted pedagogical research proves that written testing does not determine the level of students' competence formation

The interview showed the level of logical thinking, mastery of the topic and willingness to apply knowledge in practice, without considering the answer. Thus, to determine the formation of competence in the discipline of physical rehabilitation and sports medicine in English-speaking students, it is advisable to use the method of interview.

### Conclusions.

Dialogue learning, interview, in contrast to testing the level of competence of students is an objective and accessible method of determining the level of competence of future professionals through distance learning, gives the opportunity to attend



classes for people with disabilities or those in hospital, can attend classes regardless of their geographical location, which also expands the availability of educational services.

Improving the quality of education using the objectification of the level of competence of students through a comprehensive assessment method expands opportunities for higher education and distance technology, access to university education for students from around the world due to reduced costs of higher education institutions to provide and maintenance of numerous educational sites and premises.

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