

**Attitude of native students to distance learning**  
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**Introduction.** Pay attention to conditions of COVID-19 a population should live, work, be treated and study according to «new rules». This problem is also actual for Ukraine. Under such conditions, students of native universities need quickly «switch» to distance learning, which, ultimately, determines the relevance of this research.

**Object.** Investigation the attitude of students of domestic universities to distance learning.

**Methods and materials.** The research was carried out in September-October 2020 using Google Forms technology and using a standardized questionnaire. The respondents were 112 adults, of whom 78,6 % were women; 94,6 % are students of KhNMU, 2,7 % – NTU «KhPI», 0,9 % – KNURE, 1,8 % – other; 86,6 % study general practice, 0,9 % – pediatrics, 7,1 % – dentistry, 5,4 % – other; 46,4 % study in the sixth year, 17,0 % – in the fifth, 3,6 % – in the fourth, 13,4 % – in the third, 19,6 % – in the second and more junior years.

**Results.** The generalized results of the survey revealed the following:

– 57,1 % of respondents liked distance learning, and 42,9 % – remain supporters of full-time education;

– the most common reasons for liking the distance form of learning are: convenience and accessibility to theoretical material; less time spent on transfer; more free time for personal affairs; compliance with quarantine requirements;

– the degree of readiness of the material and technical base of the university for the proper organization of distance learning is assessed: fully ready (12,5 % of respondents); more likely yes than no (49,1 %); more likely no than yes (34,8 %); not at all (3,6 %);

– the measure of the adequacy of information resources on the university website, which are recommended by departments to prepare for practical distance classes: there is everything you need in free access (40,2 % of respondents); enough, but also have to use other sources (44,6 %); very few (12,5 %); no information (2,7 %);

– the degree of readiness of university teachers to distance classes: completely (17,0% of respondents); more likely yes than no (55,4 %); more likely no than yes (27,7 %); not at all (0,0 %);

– the part of academic disciplines where teachers manage to cover the material in detail and clearly: more than 75,0 % (15,2 % of respondents); 50,1–75,0 % (31,8 %); 25,1–50,0 % (28,8 %); up to 25,0 % (24,2 %);

– the degree of comprehensibility of presenting the material in distance form of education: more understandable than in full-time education (11.6% of respondents); the same (31.3%); not so understandable as in full-time education (25%); depends on the teacher (32.1%);

-the measure of interest in presenting the material of distance education: more interesting than in full-time form (19,6 % of respondents); very interesting (8,9 %); the same (33,9 %); more interesting in full-time education (37,5 %);

– the most significant changes due to distance learning: increasing the number of tests, presentations and situational tasks that are analyzed (40,2 %), decreasing the number of tests, presentations and situational tasks that are analyzed (8,0 %), insufficient direct communication with the teacher (32,1 %), no change (19,6 %);

– 37,5 % of respondents listen carefully and take an active part in the discussion of the material; 15,2 % – listen carefully, but answer only the teacher's questions; 9,8 % – just listen; 3,6 % – register for classes and continue to sleep; depends on the teacher (33,9 %);

– the most common forms of current control are: oral interviews of all students (28,6 % of respondents); test or written task (31,3 %); answer only those who

expressed a desire (15,2 %); different combinations of the above options are used (24,9 %);

– 25,9 % of respondents report that distance learning has had a positive impact on the quality of their knowledge; 20,5 % – report the negative impact; 53,6 % – no difference;

– in the future, 30,4 % of respondents prefer to study only distance; 16,1 % – only full-time; 19,6 % – alternate full-time and distance learning; 23,2 % – to study clinical subjects in distance, theoretical disciplines in full-time form.

**Conclusions.** Despite the rapid transition of domestic universities to distance learning, they were mostly sufficiently prepared for the new conditions. The cause of this was the proper material and technical base, sufficient information support and the general level of teacher training. At the same time, as in full-time education, the quality of distance learning significantly depends on the professional and personal characteristics of the teacher, which, combined with the motivation of students, determines the model of behavior of the students during classes. In general, despite the fact of effective introduction of distance learning, the most rational, however, is the full-time study of clinical and distance – theoretical disciplines. Further research should be devoted to the development of practical recommendations aimed at improving the quality rate of future doctors and shaping their professional careers.

### **Реализация интерактивных методов при изучении русского языка как иностранного**

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Интерактивные методы обучения решают главную задачу – научить учащихся учиться. Интерактивное обучение – это разновидность активного метода обучения. Фундаментом методики обучения русского языка как иностранного (РКИ) является понятийный аппарат, который определяет цели,