

# ОПУБЛИКОВАТЬ СТАТЬЮ

в изданиях НИЦ "Социосфера"



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### III. PROFESSIONAL EDUCATION: THEORY, REALIA, TENDENCIES



#### E-LEARNING OPPORTUNITIES IN UNIVERSITY STUDENTS' EDUCATIONAL PROCESS INDIVIDUALIZATION

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**Summary.** Research results shows that e-learning elements of medical school educational process are highly demanded by students. And, low academic rate students are interested in e-learning much more, than students with good results of studies, because e-learning provides effective self-control, psychological comfort and educational process individualization with respect to the students' cognitive activity.

**Keywords:** e-learning; higher education; effectiveness; individualization; cognitive activity.

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University e-learning various elements are intensively developed recent years, taking their own place between the traditional teaching methods in educational process of high school. The e-learning effectiveness, its role in university students' cognitive activity development, e-learning opportunity in students' skills formation are the objects of modern scientific research. However, e-learning effectiveness in medical school educational individualization process is still questioned [1–8].

That's why, the aim of our research is defined as e-learning opportunities studies in university students' educational process individualization. We chose the often used educational process e-learning elements as the research object.

Materials and methods. Testing of 179 first-year medical faculty students was carried out. First-year students were involved into testing at the end of an academic year. The testing was built on the basis of original author test including 12 questions.

First, students were asked to arrange e-learning various elements according to their frequency in high school educational process use. Examinees arranged the elements in the following order: 1) computer testing; 2) electronic

manuals; 3) multimedia lectures; 4) university website information; 5) problem tasks on computer; 6) laboratory works on computer. The next step of our research e-learning various elements effectiveness in educational process was esteemed by first-year medical faculty students. 86,6 % of examinees noted high efficiency of computer testing. However, 27 % of poor educational activity results students think that computer testing does not give the objective results. 8,2 % of high academic rate students and 14,3 % of students with good results of studies endorse the opinion of approximately the fourth part of low academic rate students. In our opinion, dissatisfaction of poor results of educational activity students with computer testing is explained, first of all, by the computer work rigid time limitations. Restriction in time, in opinion of low academic rate students, is the barrier in demonstrating the actual knowledge level. Secondly, computer testing does not esteem the intermediate chain of reasonings. In this regard we consider it expedient to supplement computer testing with interview for the students with poor educational results.

The electronic teaching manuals were highly appreciated by medical students. So, 88,8 % of examinees use electronic teaching manuals at home, every third student uses electronic manuals in class. The operating time with electronic manuals exceeds 3 hours a day for 76,5 % of first-year students, and for 81,8 % of low academic rate students with regard to 73,5 % of students with high results of educational activity. By testing results, examinees use both electronic manuals, and printed editions. 3,9 % of first-year students prefer electronic teaching manuals, approximately the same rate (3,4 % of examinees) choose printed manuals. The vast majority of medical students studies from both types of manuals, however, preferring electronic teaching manuals. The tenth part of low academic rate examinees studies only from electronic manuals, and 50 % of students with poor results of studies uses mainly electronic manuals.

Examinees noted the following advantages of electronic manuals:

- usage simplicity – 67,6 %;
- usage comfort – 38 %;
- good representation of educational material – 20,7 %;
- self-control opportunity – 12,3 %;
- convenience of information perception – 10,6 %;
- increasing interest of the studied subject – 3,9 %.

It should be noted that students with poor results of studies put the point «good representation of educational material» of electronic manual to the first place (27,3 % of examinees). And points «convenience of information perception» (18,2 % of examinees) and «self-control opportunity» (18,2 % of examinees) were taken to the next places.

Medical students point out the following limitations of electronic manuals: 1) need for the hardware (computer) – 72,1 %; 2) fatigue of – 17,3 % of students; 3) complexity of use, lack of skill in work – 6,7 %.

Thus, research results make us conclude that all e-learning elements of medical school educational process are highly demanded by students. And, low

academic rate students are interested in e-learning much more, than students with good results of studies. E-learning provides effective self-control, psychological comfort and educational process individualization with respect to the students' cognitive activity. Research results can be used by the university medical faculties to increase an e-learning efficiency of medical students.

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