

**USE OF SMART-TECHNOLOGIES IN THE EDUCATIONAL
PROCESS AT THE DEPARTMENT OF HISTOLOGY,
CYTOLOGY AND EMBRYOLOGY OF ZDMPhU**

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The challenges of modern times, first the introduction of quarantines due to COVID-19 pandemic, and later the introduction of martial law in Ukraine, prompted higher education institutions to digital transformation of the educational process with the transition to a distance format, the creation of sufficient technical and educational and methodological support of the educational process for distance learning students. In the process of implementation of distance learning, educational institutions face various technical and methodological difficulties, as well as numerous disadvantages. Among them we can identify the lack of personal communication, which hinders the formation of critical thinking in students, the decrease in the motivation of teachers and students' learning interest, as well as limited opportunities for objective control of knowledge.

The use of distance technologies implies a significant increase in the effort to be spent on independent study. This requires high personal motivation and a high level of self-organization from the participants of training, which is observed only in a narrow circle of students. Thus, the search for optimal forms of implementation of the learning process is aimed at maximizing the interaction between the teacher and students, as well as at increasing students' interest in the learning process. This, in turn, can lead to improved learning outcomes in general.

The aim of this work: to analyze the experience of using digital technologies in the distance form of the educational process at the Department of Histology, Cytology and Embryology of ZSMPhU.

To integrate the concept of interactive interaction between students and faculty staff representatives and to monitoring of educational activity in Zaporizhzhya State Medical and Pharmaceutical University was used a distance form of education using MS Teams and edX platform [1]. To organize the educational process on the basis of Teams, a significant amount of work was carried out, including the creation and filling of online platforms with educational material, visualization of content using numerous illustrations, videos, development of test tasks in MS Forms, adaptation of teaching methods, including interactive ones, to the distance learning format [2].

The implementation of SMART-technologies in professional education provides for adaptation and personalization of the learning process, freedom of learning in a digital interactive educational environment, as well as unlimited access to information worldwide [3]. For this purpose, the following forms of the learning process were introduced: conducting distance classes-conferences, virtual group discussions, live webinars, Internet forums, online discussion boards, and the use of virtual simulation platforms.

The use of videoconferences allows students and teachers to interact and collaborate through live video, which is especially effective for virtual group discussions and realization of group projects.

At the Department of Histology, Cytology and Embryology of ZSMPPhU, in addition to traditional online classes, online conferences were introduced to increase student motivation [4]. Before each class, students receive an assignment on the topic, which they creatively process, prepare reports and presentations, and submit their work to the instructor. The instructor selects the best papers for each question and publishes the list of student presenters in the group channel. During the class, these students present their papers and answer questions from the instructor and other students. This class format stimulates creative approach to the learning material, activates interest and desire to improve their report or presentation, surpassing others.

The virtual discussion method is used for online group discussions where students and instructors can interact and collaborate in real time through a virtual platform.

Live webinars in a lecture or seminar format include a live presentation delivered to a remote audience via the Internet.

Internet forums are virtual platforms where students and instructors can interact by exchanging messages and responding to each other's comments. This gives the ability to read and respond to posts at any time, allowing for a more flexible communication schedule. In the classroom, online forums are used for various purposes such as group discussion, group projects and peer review [5].

The creation and implementation of simulation technologies in the training of medical students is the beginning of the restructuring of the educational process in medical universities. They provide many opportunities for virtual laboratory and practical work, for independent work of students. Students perceive them as an interesting and useful computer game. The use of simulators of the Labster platform increases the interest of students in learning the educational material that will be needed in the work with the simulator.

It should be added that digitalization of the learning process with a number of advantages has some problems.

For example, the learning process can take longer than classroom training and does not guarantee individual attention of the instructor. Also, it does not provide opportunities or provides limited opportunities for practical activities of students, as well as limited opportunities for group work or collaboration.

Thus, SMART technologies are becoming very important in the learning process. In distance learning format, SMART technologies play a crucial role in creating an attractive, shared and personalized learning environment that can help improve student results and enhance the overall efficiency of distance learning.

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ІННОВАЦІЙНІ ТЕХНОЛОГІЇ РОБОТИ З ДІТЬМИ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ

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