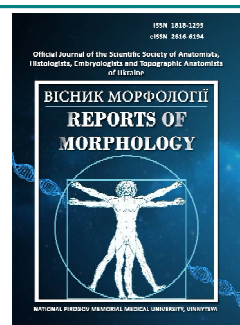




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Features of educational adaptation of young girls and young boys who are in institutions of higher medical education, using the distance format of the educational process

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The study of the peculiarities of educational adaptation of young girls and young boys of higher medical education, using the distance format of the educational process, is an important component of research that involves identifying risk factors for the likely development of negative changes in the adaptive resources of their body. The research, based on the application of questionnaires and structured interviews, was conducted on the basis of National Pirogov Memorial Medical University, Vinnytsya, where 110 students of 1-st and 3-rd courses were under supervision during the observation period. The analysis of the obtained data involved the application of descriptive statistics procedures based on the use of a package of statistical analysis applications "Statistica 6.1 for Windows" (licensed № BXXR901E245722FA). In the course of research the peculiarities of educational adaptation of young girls and young boys who are in the institution of higher medical education during the use of the distance format of the educational process are determined. During the analysis of the peculiarities of educational and, first of all, professionally-oriented education in a higher education institution, it was established that the level of academic success in all taught disciplines ($p < 0.05$) and in professionally-oriented subjects, in the distance learning format was higher than during the period of traditional classroom classes. It was found that distance learning helped to increase ($p < 0.05$) the level of nervous and emotional stress, and the main problems that arose during training in higher medical education in both options for organizing training and 1-st year and 3-rd year students mostly associated either with a feeling of constant fatigue, or with personal reasons. According to the physiological and hygienic assessment of the correlates of well-being of girls and boys at the end of school days in terms of distance learning format should be considered "bad", which is primarily due to the growing share of relevant data which is primarily due to the increase in the share of relevant data and a decrease in the share of indicators that marked the state of health as "good". The indicators regarding the peculiarities of the state of health and functional capabilities of the students' body should have been considered similar.

Keywords: young girls, young boys, educational adaptation, distance learning, hygienic assessment.

Introduction

The process of education of young girls and young boys, which takes place in a modern higher education institution, is a very special stage in the life of young people, clearly and directly related to the formation of a certain level of professional suitability and mastering the basics of clearly defined professional training and acquisition practical and significant professional experience. However, during this period, a young person, not yet fully ready to learn

meaningful techniques and professional skills, is left alone with the problems associated with the beginning of real adult life: a new environment, a new environment of peers and adults, quite often moving to another city, living in a dormitory, reviewing ideas about yourself that have formed so far, etc. [1, 7, 8, 9, 14, 15, 17, 22, 23].

This situation requires internal self-organization, stimulates the revision of existing and the identification

and awareness of new life values. Moreover, in the process of maintaining harmonious relations in the system "organism - social environment - environment", during which can change and the internal state of man and external parameters, the crucial role is played by such types of adaptation as mental (the process of establishing the optimal ratio of personality and environment in the course of performing activities that are inherent in man), psychophysiological (ensuring optimal organization of psychophysiological relationships and, consequently, maintaining both mental and physical health) and socio-psychological (an integral component of understanding and solving typical socially significant problems using situationally possible behaviors) adaptation [3, 7, 10, 13, 16, 18, 20].

Indeed, the process of adequate organization of mental, psychophysiological and socio-psychological adaptation is realized as a complex multilevel functional system, the regulation of which is associated with the activities of both psychological and physiological mechanisms, an important consequence of which is the formation of the necessary level of educational adaptation in fact, the process of human adaptation to being and active life in new, unusual, changing environmental conditions, accompanied by a number of negative phenomena: mental strain, insecurity, increased anxiety, and so on.. Especially if these processes are superimposed on a whole layer of no less unusual factors in the organization of the educational process, which saturated distance learning format, which is a set of modern information technologies that provide optimal pedagogical interaction between teachers and students at a distance interactively through communication, first of all modern Internet technologies, reproducing all components inherent in the educational process: goals, objectives, methods, organizational forms and forming a separate independent form of organization of the educational process, the main purpose of which is to ensure the mastery of both basic and additional educational programs. applicants directly at the place of residence or at the place of temporary residence [2, 5, 6, 7, 14, 15, 16, 21].

The aim of the study was to determine the features of educational adaptation of young girls and young boys who study in higher medical education, using a distance format of the educational process.

Materials and methods

Research aimed at conducting a comprehensive physiological and hygienic assessment of the level of educational adaptation of students of higher medical education in terms of distance learning, conducted on the basis of National Pirogov Memorial Medical University, Vinnytsya. 130 students were supervised during the observation period: 70 young girls and 60 young boys, who studied, respectively, in 1 (38 young girls and 30 young boys) and 3 (32 young girls and 30 young boys) courses.

Comprehensive assessment of the leading correlates of educational adaptation of student youth was carried out on the basis of studying the features of educational and, above all, professional-oriented, success and establishing the nature of education in higher education (first group of criteria), physiological and hygienic assessment of correlates of young girls and young boys during the study cycle (second group of criteria) and determination of the peculiarities of the state of health and functional capabilities of the body of students (the third group of criteria).

The analysis of the obtained data involved the application of descriptive statistics procedures based on the use of a licensed standardized package of statistical analysis applications "Statistica 6.1 for Windows" (licensed № BXXR901E245722FA).

Results

According to the first group of criteria that were determined, namely - data on the study of the characteristics of educational and, above all, professional-oriented, success and establishing the nature of education in higher education, it was necessary to note the following. During the analysis of the state and peculiarities of the previous adaptation of student youth to study in a higher medical institution, it was found that the largest share of respondents (about 1/2 of their total number) in the period before entering the university studied in a regular secondary school - respectively 52.6% of young girls and 46.6% of young boys who studied in the 1st year, and 53.1% of young girls and also 53.3% of young boys who studied in the 3rd year. Quite a significant number of students before studying at the Medical University were educated in specialized schools, lyceums and other educational institutions of medical and biological profile - their share was 44.7% among first-year young girls and 46.5% among young boys and 43.7% among third-year young girls and 40.0% among third-year young boys. Finally, in medical schools or colleges, only 2.6% of young girls and 6.6% of young boys in the first year, and 3.1% of young girls and also 3.3% of young boys who studied in higher medical education, entered the institution studied in the 3rd year.

In assessing the level of educational adaptation of students to the conditions of stay in a medical institution, it should be noted that the generalized level of academic success, in fact the level of success in all subjects taught, in the vast majority of subjects ranged from 4.0 to 4.5 points - such data were typical for 58.8% of first-year young girls and 43.3% of young boys, as well as 46.8% of third-year young girls and 36.6% of third-year young boys. The level of extremely high academic achievement, which ranged from 4.5 to 5.0 points and was typical for 18.4% of young girls and 10.0% of young boys enrolled in the 1st year, and for 28.1% of young girls and even 36.6% of young boys who studied in the 3rd year (Fig. 1). It was necessary to emphasize the fact that the level of academic success in the range from 3.5 to 4.0 points was also quite significant,

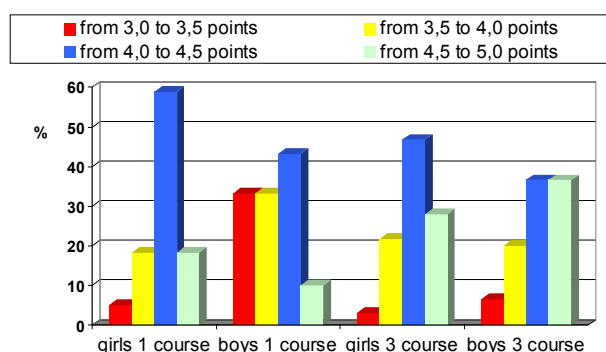


Fig. 1. Comparative diagrams of the level of success (scores) of young boys and young girls of 1st and 3rd courses according to the subjects taught in the institution of higher medical education.

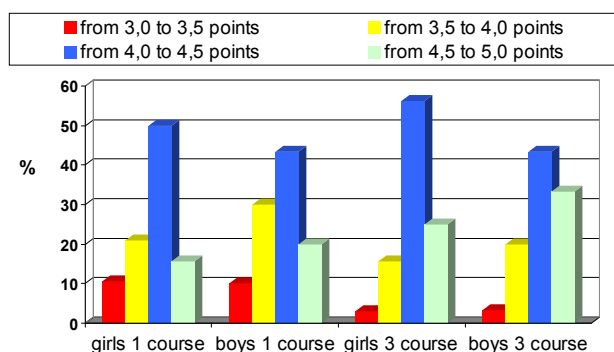


Fig. 2. Comparative diagrams of the level of success (scores) of young boys and young girls of the 1st and 3rd courses according to professionally oriented subjects, which were taught in the institution of higher medical education.

accounting for 18.4% of young girls first-year students and 33.3% of young boys first-year students, 21.8% of third-year young girls and 20.0% of third-year young boys. Finally, the academic achievement rate of up to 3.5 points was 5.2% among first-year young girls and 33.3% among first-year young boys and 3.1% among third-year young girls and 6.6% among third-year young boys.

At the same time, the level of academic success in professionally-oriented subjects, which primarily determines the level of acquisition of practical skills and abilities and the degree of professional adaptation of student youth, among the vast majority of respondents was also in the range from 4.0 to 4.5 points - these data were typical for 50.0% of first-year young girls and 43.3% of young boys and 56.2% of third-year young girls and 43.3% of young boys third-year students (Fig. 2). The level of extremely high academic achievement of 1st year students, which ranged from 4.5 to 5.0 points and was typical for 25.0% of young girls and 33.3% of young boys in 3rd year, should also be considered significant, as well as the level of academic success of 1st year students, which ranged from 3.5 to 4.0 points and was typical for 21.0% of young girls and 30.0% of young boys. At the same time, the level of academic success of 3rd year students, which ranged from 3.5 to 4.0 points, was 15.6% for young girls and 20.0% for young

boys, the level of academic success for 1st year students, which ranged from 4.5 to 5.0 points, was 18.4% for young girls and 16.6% for young boys. Finally, the level of academic success in vocational subjects in the range of up to 3.5 points was 10.5% among first-year young girls and 10.0% among young boys and 3.1% among third-year young girls and 3.3% among young boys third-year students.

The data that noted the level of practical skills defined by the educational program should be considered rather one-sided - among the representatives of all studied groups, despite the remote format of the educational process, its share gradually increased to 10.5% (less than 3.5 points), 15.7% (from 3.5 to 4.0 points) and 60.5% (from 4.0 to 4.5 points) among young girls of 1st year and 6.6% (less than 3.5 points), 30.0% (from 3.5 to 4.0 points) and 46.6% (from 4.0 to 4.5 points) among young boys of 1st year and making up 15.3% (less than 3.5 points), 18.7% (from 3.5 to 4.0 points) and 56.2% (from 4.0 to 4.5 points) among young girls of 1st year and 6.6% (less than 3.5 points), 26.6% (from 3.5 to 4.0 points) and 46.6% (from 4.0 to 4.5 points). At the same time, the level of practical skills acquisition should be considered too high only in 13.1% of young girls and 16.6% of young boys who studied in the 1st year, and 9.3% of young girls and 20.0% of young boys who studied in the 3rd year course.

15.7% of young girls and 3.3% of young boys who studied remotely in the first year, and almost twice as much, respectively 31.2% and 6.6% on the 3rd course noted as "too high" the level of nervous and emotional stress during their stay in a higher medical institution; as a large - 39.4% of young boys 1st year and 26.6% of first-year young girls and 40.6% of young boys third-year students and 40.0% of young girls third year students, as "moderate" - 34.2% of young girls and 50.0% of young boys who studied in the distance mode in the 1st year, and almost twice as many, respectively 21.8% of young girls and 40.0% of young boys of 3rd year study; as "a little tense" - 10.5% of first-year young boys and 16.6% of first-year young girls and 21.8% of third-year young boys and 13.3% of third-year young girls studied in the distance mode in the 3rd year. Only 1 young man (3.3%), a first-year student, defined the level of nervous and emotional stress during the educational activity as "absolutely insignificant".

At the same time, 2.6% of young girls and 20.0% of young boys studying in the first year, and 21.8% of young girls and 13.3% of young boys studying in the institution of higher medical education for 3 year noted as "too intense" the nature of education in higher education, as "tense" - 47.3% of young boys of 1st year and 43.3% of young girls of 1st year and 46.8% of young third-year students and 43.3% of third-year girls, as "moderately tense" - 42.1% of young girls and 23.3% of young boys who studied in the 1st year, and 18.7% of young girls and 33.30% of young boys who studied in the 3rd year, as "slightly tense" - 7.8% of young 1st year young boys and 10.0% of first-year young girls and 12.5% of third-year young boys and 10.0% of third-year

young girls (Fig. 3). As in the previous case, only 1 young man (3.3%), a first-year student, considered the regime of his/her own educational activity "completely unstressed".

The main problems that arose during the study in higher medical education and affected the level of educational adaptation, both first-year and third-year students were mainly associated with a feeling of constant fatigue and personal reasons (their own laziness, etc.) (Fig. 4). Such reasons were typical for 50.0% and 31.5% of young girls, respectively, and for 36.6% and 46.6% of young boys who studied in the 1st year, as well as, respectively, for 84.7% and 12.5% young girls and for 46.6% and 36.6% of young boys who studied in the 3rd year. The share of reasons of other content (poor health, level of teaching and pedagogical skills of teachers, family circumstances, etc.) was insignificant and did not exceed 15-17% among 1st year and 10-15% among third-year students.

Finally, during the hygienic assessment of the generalized level of adaptation of student youth to the distance learning format in higher medical education, it should be noted that the largest share of students assessed it as "satisfactory" and "good" - 34.2% and 42.2%, respectively young girls and 43.3% and 36.6% of young boys who studied in the 1st year, and respectively 28.1% and 40.6% of young girls and 23.3% and 53.3% of young boys who studied in the 3rd year. 15.7% of first-year young girls and 6.6% of first-year young boys and 15.6% of third-year young girls and 10.0% of third-year young boys considered the general level of adaptation to study to be "excellent", respectively 7.8% first-year young girls and 13.3% of young boys of 1st year study and 15.6% of third-year young girls and 10.0% of young boys third-year students as "unsatisfactory".

According to the second group of criteria that determined, namely the physiological and hygienic correlates of well-being of young girls and young boys during the study cycle, it was found that the well-being at the beginning of the majority of study days, the largest proportion of students - respectively 43.7% of young girls and 40.0% of young boys who studied in the 1st year, and 34.3% of young girls and 46.4% of young boys who studied in the 3rd year marked as "satisfactory", as "good" - respectively 28.9% of young girls and 26.7% of young boys who studied in the 1st year, and 25.0% of young girls and 36.7% of young boys who studied in the 3rd year. 5.2% of first-year young girls and 10.0% of first-year young boys and 6.2% of third-year young girls (no third-year young boy with such characteristics) reported their "excellent" health at the beginning of study days. Finally, at the beginning of the vast majority of study days, 13.1% of young girls and 16.7% of young boys who were in the first year, and 15.6% of young girls and 13.3% of young boys who studied in the 3rd year marked as "bad", as "very bad" - respectively 5.2% of young girls and 6.7% of young boys who studied in the 1st year, and 18.7% of young girls and 3.3% of young boys who studied in the 3rd year.

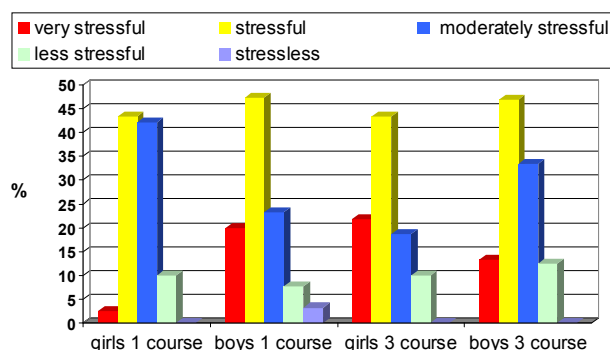


Fig. 3. Comparative diagram of indicators of the education nature (%) in young boys and young girls of 1st and 3rd courses in the institution of higher medical education.

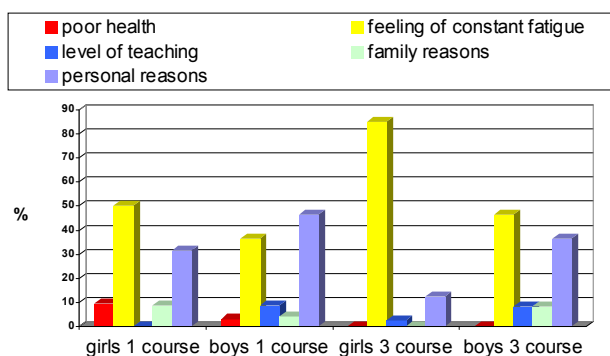


Fig. 4. Comparative diagrams of indicators of the main problems (%) that arise during training in a higher medical education institution in young boys and young girls of 1st and 3rd courses.

To a sufficiently pronounced extent, mainly directed in a favorable direction, the studied picture changed, which reflected the peculiarities of students' own feelings in the middle of study days. Thus, at this time the share of student youth who were in distance learning and noted their well-being as "satisfactory" was - respectively 55.2% of young girls and 50.0% of young boys who studied in the 1st year, and 53.1% of young girls and 40.0% of young boys who studied in the 3rd year; as "good" - respectively 31.6% of young girls and 33.3% of young boys who studied in the 1st year, and 31.2% of young girls and 40.0% of young boys who studied in the 3rd year. 5.2% of young girls of 1st year and 13.0% of first-year young boys and 3.3% of third-year young boys (no third-year young girls with such characteristics were registered) as "excellent" in the middle of study days. After all, at the beginning of the majority of study days, 5.2% of young girls who studied in the 1st year and 15.6% of young girls who studied in the 3rd year marked as "bad"; as "very bad" reported their feeling 2.2% of young girls and 3.3% of young boys who studied in the 1st year.

Indicators that registered and noted the peculiarities of students' own feelings at the end of study days were somewhat different from the previous ones - first of all they noticed a decrease in the share of indicators that marked well-being as "good" and an increase in the proportion of

data as "bad". As in all previous cases, at the end of the vast majority of study days, the largest share of students who were in distance learning, described as "satisfactory" - respectively, 47.3% of young girls and 50.0% of young boys who studied in the 1st year, and 50.0% of young girls and also 50.4% of young boys who studied in the 3rd year. At the same time, 23.6% of young girls and 23.3% of young boys who studied in the 1st year, and 15.6% of young girls and 15.6% of young boys who studied in the 3rd year, noted it as "good". At the beginning of the school days, 10.5% of young girls of 1st year and 16.6% of first-year young boys and 9.3% of third-year young girls and 9.3% of third-year young boys noted that they felt "excellent". Instead, at the end of the vast majority of study days, 15.7% of young girls and 6.7% of young boys in the first year, and even 21.8% (more than 1/5 of the total number of surveyed persons) young girls and also 21.8% (more than 1/5 of the total number of surveyed persons) of young boys who studied in the 3rd year reported feeling unwell as "bad"; as "very bad" - respectively 2.6% of young girls and 3.3% of young boys who studied in 1 course, and 3.1% of young girls and also 3.1% of young boys who studied in the 3rd year.

At the same time, it should be noted that at the beginning of the study week, the largest share of students who were in distance learning, also noted as "satisfactory" - respectively 39.4% of young girls and 36.7% of young boys who studied at 1st year, and 34.3% of young girls and 40.0% of young boys who studied in the 3rd year, and as "good" - respectively 21.0% of young girls and 30.0% of young boys who studied in the 1st year, and 31.2% of young girls and 43.3% of young boys who studied in the 3rd year. At the beginning of the study week, a much larger number of first-year students and a much smaller number of third-year students, namely 21.0% of young girls of 1st year and 16.6% of first-year young boys, and only 6.2% of third-year young girls and only 3.3% of third-year young boys marked it as "excellent". Finally, at the beginning of the school week, 13.1% of young girls and 10.0% of young boys who studied in the first year, and 9.3% of young girls and 10.0% of young boys who studied in the third year, noted their own state of health as "bad", as "very bad" - respectively 5.2% of young girls and 6.7% of young boys who studied in the 1st year, and 18.7% of young girls and 3.3% of young boys who studied in the 3rd year.

Almost similar to the previous ones were the results determined among the representatives of the studied groups in the middle of the study week. Thus, at this time the proportion of student youth who were in distance learning and noted their well-being as "satisfactory" was - respectively 36.8% of young girls and 53.0% of young boys who studied in the 1st year, and 31.2% of young girls and 50.0% of young boys who studied in the 3rd year, as "good" - respectively 39.4% of young girls and 33.3% of young boys who studied in the 1st year, and 40.6% of young girls and 43.3% of young boys who studied in the 3rd year. In the middle of the study week, 7.8% of young girls 1st year and

33% of first-year young boys and 3.1% of third-year young girls and 3.3% of third-year young boys (no third-year young girls with such characteristics registered). Finally, in the middle of the study week, 10.5% of young girls who studied in the 1st year and 3.3% of young boys who studied in the 1st year, and 21.8% of young girls who studied in the 3rd year, and 3.3% of boys who studied in the 3rd year marked it as "bad"; as "very bad" - respectively 5.2% of young girls and 6.7% of young boys who studied in the 1st year, and 1.2% of young girls who studied in 3rd year (no young third-year young boy student with such characteristics of health was registered).

At the end of the study week, the largest share of student youth who were in distance learning, noted as "satisfactory" - respectively 44.7% of young girls and 23.3% of young boys who studied in the 1st year, and 25.0% of young girls and also 36.6% of young boys who studied in the 3rd year; as "good" - respectively 21.0% of young girls and 33.3% of young boys who studied in the 1st year, and 18.7% of young girls also 30.9% of young boys who studied in the 3rd year, and, unlike most previous cases, as "excellent" - respectively 31.5% of young girls and 33.3% of young boys who studied in the 1st year, and 40.6% of young girls also 33.3% of young boys who studied in the 3rd year. At the same time, at the end of the study week, 6.7% of young boys who studied in the 1st year and 15.6% of young girls who studied in the 3rd year reported their feeling as "bad", and as "very bad" respectively 2.6% of young girls and 3.3% of young boys who studied in the 1st year.

Finally, at the end of the weekend, the largest proportion of 1st year students who were in distance learning, noted as "good" and "excellent" - respectively 29.9% and 28.9% of young girls and 46.7% and 23.3% of young boys, at the same time, the largest share of third-year students who were in distance learning, noted as "satisfactory", "good" and "excellent" - respectively 21.8%, 28.1% and 21.8% for young girls and 33.3%, 33.3% and 20.0% for young boys. At the end of the weekend, 21.0% of first-year young girls and 6.6% of young boys of 1st year and 18.7% of third-year young girls and 10.0% of third-year young boys reported their "bad" health, and as "very bad" - respectively 2.6% of first-year young girls and 6.6% of young boys of 1st year and 9.3% of third-year young girls and 3.3% of young boys third-year students.

According to the last third group of criteria, namely: the peculiarities of the state of health and functional capabilities of the body of students, the following results were obtained. Thus, during an in-depth hygienic assessment of the prevalence of diseases with temporary disability, it was found that 4 or more times a year, as a rule, sick - 3.3% of first-year young boys and 12.5% of third-year young girls, 3 times year, usually sick - 18.4% of young girls and 10.0% of young boys who studied in the 1st year, and 25.0% of young girls and 13.0% of young boys who studied in the 3rd year, 2 times a year, as a rule, 18.4% of first-year young girls and 43.3% of first-year young boys and 31.2% of third-year young

girls and 10.0% of third-year young boys; and were ill, as a rule 1 time, 44.7% young girls and 30.0% of young boys who studied in the 1st year, and 18.7% of young girls and 40.0% of young boys who studied in the 3rd year, in the end, as a rule, did not get sick at all - 26.3% of first-year young girls and 13.3% of first-year young boys and 12.5% of third-year young girls and 36.7% of third-year young boys.

The predominant duration of the disease with temporary disability, which was registered, should be considered the duration of the disease in the range from 3 to 7 days, which was typical for 55.2% of young girls and 36.7% of young boys who studied in the 1st year, and for 62.5% of young girls and 56.7% of young boys who studied in the 3rd year. In addition, the share of indicators that reflected the duration of acute illness within 3 days and within 7 to 14 days - 26.6% and 15.7% among first-year young girls, 10.0% and 30.0% among first-year young boys and 9.3% and 18.7% among third-year young girls, 23.3% and 13.3% among third-year young boys.

The presence of chronic diseases kept pronounced impact on the adaptive capacity of the body, worsening the processes of forming a high level of both physical and mental performance, according to the official statistics indicate (based on medical examinations) 15.8% of young girls and 23.3% of young boys who studied in the 1st year, and 28.1% of young girls and 23.3% of young boys who studied in the 3rd year. According to a subjectively significant structured survey, their number increased by 2-2.5 times, amounting to 31.3% in first-year young girls and 40.0% in young boys 1st year and 43.4% in third-year young girls and 45.0% for young boys third-year students.

Analyzing the peculiarities of the frequency of exacerbations of diseases with chronic pathological process, it should be noted that more than 4 times a year exacerbation of chronic diseases was observed in only 5.6% of first-year young girls and 3.1% of third-year young girls, 3 times a year - among 7.6% of first-year young girls and among 3.3% of young boys first-year students, 2 times a year - 7.8% of first-year young girls and 13.3% of young boys first-year students and 12.5% of third-year young girls, 1 once a year - among 23.6% of first-year young girls and 13.3% among young boys and among 12.5% of third-year young girls and among 13.3% of young boys third-year students. Exacerbations of diseases with a chronic course of the pathological process were not registered in 60.5% of first-year young girls and 70.0% of first-year young boys and 71.8% of third-year young girls and 86.6% of third-year young boys who studied with the use of distance learning forms of education.

Finally, when assessing the peculiarities of the subjectively significant attitude of student youth to their own health, it was found that 2.6% of young girls who studied in the 1st year considered it "very bad", 3.1% of young girls considered it "bad" who studied in the 3rd year, "satisfactory" - 34.2% of young girls and 20.0% of young boys who studied in the 1st year, and 40.6% of young girls and 13.3% of

young boys who studied in the 3rd year, "good" - the largest share of respondents, namely: 52.6% of young girls and 56.6% of young boys, as students in the 1st year, and 50.0% of young girls and 70.3% of young boys, as students in the 3rd year, "excellent" - 10.5% of young girls and 23.3% of young boys studied in the first year, and 6.2% of young girls and 16.6% of young boys studied in the third year.

Discussion

According to a number of studies conducted in recent years [3, 7, 11, 14, 17, 19, 21], the process of adequate determination of the level of educational adaptation of students is impossible without an in-depth hygienic assessment of health, and thus establishment of both subjectively (according to the data of structured surveys and questionnaires) and objectively significant (according to the data on morbidity indicators, parameters of educational-significant psychophysiological, mental and socio-psychological adaptation of young girls and young boys) of its indicators.

In the course of research, during the consideration of the first group of criteria (features of educational and, above all, professional-oriented, success and nature of education in higher education), it was found that the level of academic success in all disciplines taught and for professional oriented subjects, in the distance learning format was higher than during the period of traditional classes. And, first of all, it concerned the generalized results of educational activity ($p < 0.05$). In particular, if in our study the level of academic success, which ranged from 4.5 to 5.0 points, was typical for 18.4% of young girls and 10.0% of young boys who studied in the 1st year, and for 28.1% of young girls and even 36.6% of young boys who studied in the 3rd year, according to the data obtained in the study of V.M. Moroz and co-authors [9], similar indicators were characteristic only for 7.8% of young girls and 6.0% of young boys of 1st year students and 16.6% of young girls and 12.0% of young boys of 3rd year students.

Instead, data that reflected the level of practical skills defined by the educational program should be considered completely unidirectional in the course of online learning. Thus, among the representatives of all studied groups, despite the remote format of the organization of the educational process, the indicators of the level of acquisition of practical skills gradually increased. Interestingly, the data obtained among young girls and young boys who were in off-line training should be considered almost similar. As a very high level of neuro-emotional stress during the training in higher medical education in remote mode indicated 15.7% of young girls and 3.3% of young boys who studied at 1 year, and almost twice as much as 31.2% of young girls under and 6.6% of young boys who studied in the 3rd year. Such results exceeded the data obtained in studies of similar content among students who studied in the classroom [9, 17]. Thus, distance learning contributed to an increase ($p < 0.05$) in the level of nervous and emotional

stress during the acquisition of knowledge in a higher medical education institution.

Slightly more intense, but statistically insignificant ($p > 0.05$), should be considered the nature of educational activities. Thus, under the conditions of distance learning, 22.6% of young girls and 20.0% of young boys who studied in the 1st year, and 21.8% of young girls and 13.3% of young boys who studied in the 3rd year noted it as too intense. At the same time, according to the data [9, 16], 32.1% of young girls of 1st year and 8.0% of first-year young boys, 15.7% of third-year young girls and 6.0% of young third-year students noted as an extremely intense nature of education in the conditions of classroom training in a higher medical education institution.

The main problems that arose during their studies at the institution of higher medical education and affected the level of educational adaptation, in both variants of the organization of education, both first-year and third-year students associated either with a feeling of constant fatigue or with personal reasons (loss motivation, own laziness, careless attitude to the performance of educational duties, etc.).

According to the data inherent in the second group of criteria (data of physiological and hygienic assessment of the correlates of well-being of young girls and young boys during the study cycle), at the end of study days in the distance learning format, first of all, a decrease in the proportion of indicators that indicated well-being as well against the background of an increase in the share of data that testified to their own well-being as "bad". However, the obtained data did not reach the level inherent in the indicators characteristic of the classroom format of educational activities. Thus, in the first case, actually feel the at the end of the overwhelming number of study days as "bad" marked - 15.7% of young girls and 6.7% of young boys ($p < 0.05$), who studied for 1 year, and even 21.8% of young girls and also 21.8% of young boys who studied in the 3rd year. At the same time in the second case, according to data [9, 17], as "bad" their health was characterized by 19.6% of young girls and 28.0% young boys in the first year and 29.4% of young girls and 20.0% of young boys in the third year. At the same time, at the end of the weekend, the share of students with the same health characteristics equalized ($p > 0.05$).

The indicators determined by the third group of criteria

(features of the state of health and functional capabilities of the students' body) should be considered quite similar ($p > 0.05$).

In the future, the results should be used both to develop methods of hygienic assessment of adaptive resources of students, taking into account the peculiarities of their educational activities, and during the scientific substantiation of effective health technologies in higher education.

Conclusions

1. In the course of the conducted researches the peculiarities of educational adaptation of young girls and young boys who are in the institution of higher medical education, when using the remote format of the organization of educational process are defined.

2. In the course of the analysis of features of educational and, first of all, professionally-oriented success and character of training in institution of higher education it is established that the level of educational success both on all disciplines taught ($p < 0.05$), and on professionally-oriented subjects, in the distance learning format was higher than during the period of traditional classes. Instead, data that noted the level of practical skills defined by the educational program should be considered completely unidirectional during online learning - among the representatives of comparison groups, despite the remote format of the educational process, its share gradually increased.

3. It was found that distance learning helped to increase ($p < 0.05$) the level of nervous and emotional stress, and the main problems that arose during training in higher medical education and affected the level of educational adaptation in both options for learning for 1st year and third-year students mostly associated either with a feeling of constant fatigue, or with personal reasons.

4. According to the physiological and hygienic assessment of the correlates of well-being of young girls and young boys at the end of study days in terms of distance learning, first of all, the decrease in the share of indicators that marked health as "good" and the growing proportion of evidence own well-being as "bad". Similar ($p > 0.05$) should be considered indicators that were determined according to a group of criteria for the characteristics of the state of health and functionality of students.

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ОСОБЛИВОСТІ НАВЧАЛЬНОЇ АДАПТАЦІЇ ДІВЧАТ І ЮНАКІВ, ЯКІ ПЕРЕБУВАЮТЬ В ЗАКЛАДАХ ВИЩОЇ МЕДИЧНОЇ ОСВІТИ, ПІД ЧАС ВИКОРИСТАННЯ ДИСТАНЦІЙНОГО ФОРМАТУ ОРГАНІЗАЦІЇ НАВЧАЛЬНОГО ПРОЦЕСУ

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Вивчення особливостей навчальної адаптації дівчат і юнаків, які перебувають у закладах вищої медичної освіти, під час використання дистанційного формату організації навчального процесу, є важливим компонентом наукових досліджень, котрі передбачають встановлення чинників ризику щодо ймовірного розвитку негативних зрушень адаптаційних ресурсів їх організму. На підставі застосування методик анкетування та структурованого інтерв'ювання дослідження проводили

на базі Вінницького національного медичного університету імені М.І. Пирогова, де під наглядом всього періоду спостережень знаходились 110 студентів 1 і 3 курсів. Аналіз отриманих даних передбачав застосування процедур описової статистики на основі використання пакету прикладних програм статистичного аналізу "Statistica 6.1 for Windows" (ліцензійний № ВХХR901E245722FA). Під час дослідження визначені особливості навчальної адаптації дівчат і юнаків, котрі здобувають знання в закладі вищої медичної освіти, під час використання дистанційного формату організації навчального процесу. Аналіз особливостей навчальної і, передусім професійно-орієнтованої, успішності та характеру навчання у закладі вищої медичної освіти встановив, що рівень навчальної успішності як за всіма дисциплінами, що викладались ($p < 0,05$), так і за професійно-орієнтованими навчальними предметами, у дистанційному форматі навчання був вищим, ніж впродовж періоду проведення традиційних аудиторних занять. Виявлено, що навчання у дистанційному форматі сприяло підвищенню ($p < 0,05$) рівня нервово-емоційного напруження, причому основні проблеми, які виникали в ході навчання у закладі вищої медичної освіти за обох варіантів організації навчання і студенти-першокурсники, і студенти-третьокурсники переважно пов'язували або з почуттям постійної втоми, або з особистісними причинами. Згідно з даними фізіолого-гігієнічної оцінки корелят самопочуття дівчат і юнаків наприкінці навчальних днів за умов дистанційного формату навчальної діяльності слід вважати як "погане", що, насамперед, обумовлене зростанням питомої ваги відповідних даних та зменшенням частки показників, котрі відзначали самопочуття як "добре". Подібними слід було вважати і показники щодо особливостей стану здоров'я та функціональних можливостей організму студентів.

Ключові слова: дівчата, юнаки, навчальна адаптація, дистанційне навчання, гігієнічна оцінка.
