



Our First Remote Learning Experience during the Covid-19 Pandemic

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Abstract: The article provides a detailed analysis of distance learning in the context of the COVID-19 pandemic at a medical university at the Faculty of Postgraduate Education. Of interest is the rapid organization of the educational process due to the short training time, as well as the preparation of an adult audience for classes. The main difficulties in teaching and preparing students for distance learning are identified.

Keywords: pandemic, COVID-19, education, distance learning, Telegram, Zoom.

In the context of the coronavirus (COVID-19) pandemic, education systems around the world are taking action to organize education. I had to face unexpected difficulties in connection with the introduction of the regime of self-isolation. The education system was “on the front line” with a large number of people.

In most countries, educational institutions have been completely or partially closed, and many students have been transferred to distance learning. The closure of educational institutions and the emergency transition to distance learning are associated with obvious problems, mainly due to insufficient technical equipment (unpreparedness of the infrastructure of mass distance education), the absence or poor preparation of both teachers and students to work in the new conditions. These and other problems challenge the education system in a critical situation [1,2,3].

At the same time, along with obvious challenges and problems, the new format of education provides a wide range of opportunities and prospects for changing and improving educational systems, for which a critical situation creates forced conditions.

To implement distance learning, the teacher must master active teaching methods and help students form their own learning styles online, master the capabilities of the online learning platform and the necessary software, and overcome the difficulties and barriers of electronic communication. To effectively manage an online course, teachers need to use tools to encourage students to master the course, develop their discipline and skills to meet deadlines for completing assignments, evaluate student work in a timely manner and provide prompt feedback [3].

In the Republic of Uzbekistan, in order to strengthen measures to counter the spread of coronavirus, from March 16, 2020, students of higher educational institutions were sent on vacation due to the announced quarantine.

From April 1, 2020, remote online classes for students of all faculties and areas of education began at the Samarkand State Medical Institute, according to the approved schedule. The institute has created all the conditions and means for conducting distance online learning. In particular, in order to improve the quality of education and introduce advanced information technologies into the educational process in 2013, the first among the country's higher institutions was the transition to a credit-modular system for organizing the educational process and launched an e-learning system (ELS) moodle.sammi.uz.

The ELS of the Samarkand Medical Institute includes more than 4.2 terabytes of information, including 18,200 methodological developments, 1.5 million test questions to control students' knowledge, 18,700 materials for practical exercises, 5,400 materials for lectures, 5,200 presentations, and all they are placed in the form of a single ordered system. Also, the system contains more than 3,200 e-books, 5,000 video lessons, including in Russian and English.

Departments and courses of the Faculty of Postgraduate Education were forced to switch to distance learning after the announcement of quarantine. The cadets of the faculty switched to online learning within a few days, given the short training period (the monthly cycle of advanced training is 144 hours). Remotely organized 72 hours of training. In the first days of quarantine, an educational channel was organized in the Telegram messenger. Presentations, materials for practical, lectures were sent via this channel, lectures were recorded as mp.3. The above material was posted in the channel in the first half of the day, in the second half of the day feedback was provided to the cadets: after mastering the current lesson, the cadets sent answers to the test tasks and situational tasks to the personal channel of the teachers. And at the end of the day, the teacher uploaded the results of the assessment of the cadets to the channel. In the following days, an electronic journal was organized. Term papers were also accepted via the messenger channel. The final control was organized in the form of test tasks.

Preparation for the monthly cycle, scheduled for the month of May, began 10 days before the start of the cycle. Created a channel in the Telegram messenger, through which documents (scanners) were received for registration of cadets. The documents were prepared within 5 days and sent for registration to the dean's office of the faculty. The training was conducted using the Zoom platform. Zoom is a service for video conferencing, online meetings and distance learning. Anyone can set up a meeting by creating an account. The program is great for individual and group lessons, students can log in both from a computer and from a tablet with a phone. Anyone with a link or conference ID can join the videoconference. The event can be scheduled in advance, and you can also make a recurring link, that is, for a regular lesson at a certain time, you can make the same entry link [3].

In the following days, briefings on the use of the ZOOM platform were carried out, trainings were organized. At first, there were difficulties in connecting, connecting a microphone, lack of audibility, inability to turn on the webcam. But by the beginning of the training, all cadets have mastered the skills of working with the ZOOM platform. The basic control of cadets in the form of test tasks was carried out on the first day of classes via the messenger channel, the answers were published at the end of the day. In the first half of the day, according to the calendar-thematic plan of classes, materials for practical, lecture classes, presentations, as well as recording a video lecture were posted on the messenger channel. Feedback with the cadets was supported using the ZOOM platform: on the day of the lectures, conferences were organized with the participation of the lecturer, and "live communication" between teachers and cadets was also carried out on this platform.

Conveniences of the ZOOM platform for online training of cadets:

- ✓ real-time discussion, communication
- ✓ interactive whiteboard, on the board there is an opportunity for the presentation of materials (shared viewing)

- ✓ there is a chat where you can write messages, transfer files
- ✓ monitoring the attendance of the class (through the function participants)
- ✓ teacher monitoring (invitation to the conference of a representative of the administration)
- ✓ archiving the lesson (by recording the conference).

As the results of the survey of cadets showed, 78% of cadets approved online training (the main share was cadets from other regions), 68% responded positively to the question about the secondary passage of this training.

Of course, the stressful situation for all participants could not but affect the quality of training. But correctly selected course materials, based on the goals and objectives of learning and the characteristics of the educational process in the online environment, provided the students with an educational result, and the teacher - a positive feedback. When organizing this type of training, it should also be taken into account that online learning is primarily a cognitive and social process, and not just a process of transmitting information via the Internet.

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