

DIAGNOSIS AND COMPENSATION OF EDUCATIONAL LOSSES OF MEDICAL STUDENTS DURING MARTIAL LAW

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The martial law caused by the Russian aggression against Ukraine has seriously affected all aspects of life, including education. Medical education, which requires not only theoretical knowledge but also significant practical experience, has been particularly affected. The loss of access to clinical sites, restrictions on communication between students and teachers, and psychological difficulties have made the learning process for medical students much more difficult.

To ensure quality training of future doctors, it is necessary to introduce systematic approaches to diagnosing educational losses and develop mechanisms to compensate for them, taking into account the peculiarities of the modern educational environment.

Diagnostics of educational losses should be systematic and cover all aspects of medical students' training. When analysing cognitive losses, we pay attention to the assessment of theoretical knowledge. Teachers of the Department of Chemistry and Pharmacy use tests and quizzes to identify gaps in knowledge of basic disciplines (anatomy, histology, biochemistry, etc.). Comparing the results before and during martial law helps to assess the extent of losses. The level of mastery of professional terminology is decreasing due to insufficient contact with teachers and colleagues; during distance learning, higher education students may have difficulty using medical terminology [1].

Practical skills are also low due to insufficient access to clinical practice. Due to the danger of visiting hospitals in the frontline regions, students are often deprived of the opportunity to work directly with patients, which significantly affects the quality of their skills. The absence or insufficient use of modern simulation technologies can exacerbate training gaps by limiting the use of simulations in practical classes.

The psychological aspect is one of the most important aspects of today. Emotional burnout and constant stress, anxiety about the war and uncertainty about the future significantly affect the ability of future doctors to learn effectively. And a decrease in motivation leads to a loss of interest in learning due to the lack of a clear perspective.

Technical problems with organisation and various obstacles in the interaction between student and teacher. Lack of access to a stable Internet and modern educational platforms significantly limits opportunities for

distance learning; reduced communication between teachers and students makes it difficult to receive feedback and correct the educational process.

Restoring the lost quality of education requires a comprehensive approach that addresses various aspects of training. The main aspect is the adaptation of educational programmes. It is necessary to integrate additional practical classes to increase the number of hours for practice after the situation has stabilised, in particular at clinical sites. The teachers of the department use hybrid learning, which allows combining online lectures with practical offline classes in the disciplines taught at the department to maximise the use of available resources. Currently, simulations are widely used in medical education to model clinical cases, which allows practicing diagnostic and treatment skills. By organising online patient consultations, students can participate in diagnosis and treatment planning under the supervision of a teacher.

One of the ways to increase the motivation of students is to organise international internships, which gives them the opportunity to gain practical experience abroad, where the learning process is less complicated. Establishment of mentoring programmes, where teachers will help higher education students individually overcome learning difficulties.

The implementation of these measures will allow:

1. Restore the quality of training by ensuring the required level of knowledge and practical skills.
2. Increase the psychological resilience of students by reducing the negative impact of stress.
3. To strengthen confidence in Ukrainian medical education among both students and employers in the medical field.
4. To create an adaptive medical education system that can work even in difficult conditions.

Modern challenges caused by martial law require flexibility and innovation in approaches to medical education. Diagnosis of educational losses and their effective compensation are key to training competent doctors who will be ready to work both in stable and crisis situations.

REFERENCES

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