

STUDY OF THE IMPACT OF THE COVID-19 PANDEMIC ON THE QUALITY OF STUDENT EDUCATION

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Self-isolation during the COVID-19 pandemic in Ukraine has made it impossible for students to study full-time. Now the whole world communicates and learns using digital marketing, which remains almost the only means of communication.

For schoolchildren of different classes and students, teachers and educators conduct online classes at home using various distance technologies for the learning process. In Ukraine, schoolchildren use live online video lessons on different TV channels according to the schedule.

During quarantine in order to continue the educational process at the National University of Pharmacy, distance learning technologies are used, located on the Moodle platform (<https://pharmel.kharkiv.edu/>). Distance learning at NUPh has been used for many years and is popular among students. During 2012-2017, 233 teachers studied at the NUPh under the programs "Distance Learning Development Technologies" (based on NTU "KPI") and "Information and Communication Technology of Education: E-tutor" (based on the University of KROK, Kyiv) and received certificates. For the first time in 2018, the professional development of the teachers of the NUPh took place on the basis of the Center for Distance Technologies and the Department of Pedagogy and Psychology. Teachers received certificates.

The aim of the work is to study of the impact of the COVID-19 pandemic on the quality of student education.

Materials and methods. An online survey of 277 NUPh students was conducted. The respondents were students of different specialties of 1-5 courses. The majority of respondents (79%) were students of the specialty «Pharmacy», 87% of whom were women. The results of the research fragment are presented.

Research results. The survey found that 59% prefer learning in the classroom, while only 26% prefer distance learning. It was difficult to answer this question for 17% of the respondents. In addition to remote technologies, during the COVID-19 pandemic, the ZOOM program is used to educate students, benefiting 2 billion people daily around the world. This program is also used in the educational process at NUPh. 38% of respondents had problems with the Internet when using this program. 64% of respondents believe that information is perceived more difficult online than in the audience. It does not matter the level of perception of information for 17% of respondents. It was found that 39% of respondents ask questions during online lectures, if something is not clear. 32% do not ask questions. 21% of respondents do not need to ask a question. However, 10% of respondents were embarrassed to ask questions. 42% of respondents used ZOOM chat during online sessions and lectures.

33% of respondents did not use the chat. 25% of students did not need this communication. Online homework is harder for 60% of students. For 30% of respondents, it does not matter to complete assignments online or at home in preparation for classes. 9% of respondents find it difficult to answer this question. It was found that 1% of students did not complete online tasks at all. It was not clear what tasks needed to be performed for 75% of students. At first, when using digital technologies for 80% of the respondents, it was unclear where to find the necessary link to a video lecture or online session in the ZOOM program.

Conclusions. Despite the initial difficulties of online learning, the vast majority of students have no problems using digital communication. During the COVID-19 pandemic, the use of digital technologies in the educational process remains the only possible means of ensuring a quality educational process.