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DISTANCE LEARNING AND QUARANTINE IN THE COVID-19 PANDEMIC PERIOD

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Annotation: the use of distance learning technologies during forced quarantine measures using offline (Moodle) and online (ZOOM) modes allows to optimize the work of all participants of the educational process, taking into account their individual features.

Keywords: distance learning, quarantine, coronavirus pandemic.

Introductions. At the end of 2019 a new type of coronavirus COVID-19 appeared in China [1] and caused a pandemic all around the world. By the end of April 2020 more than 3 million cases of infection were confirmed. It is supposed that the real number of cases is much higher [2].

In March 2020, governments around the world asked citizens for self-isolation in order to limit the spread of the virus and reduce the load on the healthcare system. Millions of schoolchildren and students were transferred to remote learning. Most of the workers started to work from home. Due to quarantine to prevent the spread of COVID-19 in Ukraine, the population begins to feel panic. The Ministry of Health of Ukraine notes that the “panic virus” is worse than coronavirus infection. During quarantine, it is worth taking care not only of physical health, but also of mental one [3].

The authors [4] conclude that quarantine can adversely affect a person’s mental health and well-being. However, they emphasize that the consequences of non-compliance with quarantine will be much worse.

Aim. The application of the experience of creating distance learning courses and teaching students of distance form of education at the Department of Inorganic Chemistry of the National University of Pharmacy for work during quarantine, which allows you to effectively distribute the load on the teacher and student and maintain a calm emotional state.

Results and discussion. Today, all participants in the educational process are forced to optimize their work through the Internet. Students and teachers of the Department of Inorganic Chemistry of the National University of Pharmacy (NUPh) were no exception. The situation that we all are facing now is extraordinary, and it is important to understand that many people have various kinds of difficulties (methodological, technical and organizational) with a massive and complete transition to online learning: preparing training materials for distance learning (taking into account the specifics of the subject), switching yourself from the usual “home” mode to “working” (many people perceive the house as a place of rest where they can do nothing); equipment of a normal study/work place (especially when parents, children, and pets can gather in one apartment, and it is very difficult to stay alone and not pay attention to what is happening around, be involved in listening to lectures and doing homework); for a person who loves communication and the presence of other people nearby it will lack of a familiar atmosphere, therefore, it may be more difficult for him to listen to the teacher in an online format and learn the material.

The sooner it is possible to understand that for an indefinite period of time the current situation is the only possible reality, the better. Reality has changed, and it is necessary to spend time and energy searching for ways of a full-fledged existence within the framework of the new reality. The Roman emperor, philosopher Marcus Aurelius Antoninus advised: “If you can't change it, change your attitude.” [5]. We recommend that students and teachers find the benefits of remote learning: the opportunity to save time on the road; the ability to repeatedly watch lectures and laboratory work in the recording, which increases the chances of achieving full passage of lecture material; the ability to plan the mode of work and training yourself, at some point to pause what is happening, relax and begin to continue studying the

material or work after recuperation; the opportunity to keep in touch with classmates and teachers, discuss tasks, ask questions, share emerging difficulties and ways to overcome them.

General and inorganic chemistry is a fundamental discipline in pharmaceutical education, basic for studying a block of chemical courses and mastering special subjects. Since 2012, the Department of Inorganic Chemistry of NUPh has been working on the creation and improvement of a universal program-methodical complex using active methodological software for the entire course of general and inorganic chemistry [6, 7]. The system is based on the Moodle platform, configured to work with any browser [8] and contains two modules: “General Chemistry” and “Inorganic Chemistry”, each of which consists of separate topics that are logically connected in accordance with the work program. This complex compares favorably with traditional manuals by its versatility and can be used by students of all forms of training at various stages of studying the discipline. An important advantage is the combination in each topic of various types of educational activity of students: familiarization with the theory and specific examples of its use for solving practical tasks, performing virtual laboratory experiments, repeating and consolidating the material passed through tests, chains of chemical transformations and solving computational problems. The theoretical material of each topic is presented in the form of an audiographic lecture with an animation-sequential presentation of the material and the use of visualization objects (illustrative material and video files). The practical part involves the implementation of virtual laboratory experiments, which contributes to the consolidation of theoretical principles. After a visual study of the process, the student fulfills a laboratory journal, writing his observations for each experiment, the equations of the corresponding reactions, and makes conclusions. The control unit of individual tasks also includes control questions on the topic and tests for self-training (allow you to find out the correct answer) and self-control (only the number of correct answers is reported). The main type of information resource is active methodological software.

Communication with the teacher is maintained offline (through a consultation forum in which each student can leave a question and get an answer from the teacher or other students) and online (through communication with the group in a video conference format using the ZOOM platform, according to the schedule). For individual consultations smartphone programs the Viber, Whatsapp and others can be also used. The mentioned forms are especially important, because no teaching materials (even the best!) can replace live communication with the teacher (even through video communication) and classmates.

An electronic program and methodological complex using Moodle (for working offline) paired with ZOOM [9] ("visual contact") allows to individualize the learning and control process. Everyone can work at a convenient time and at a convenient pace, independently determining the order and type of work. It increases student motivation; increases self-esteem of students; creates a comfortable learning environment, which ultimately helps to maintain a calm emotional state in quarantine.

Conclusions. Teachers of the Department of Inorganic Chemistry NUPh in the distance work mode provide a complete educational process for students, mastering new technologies and online platforms with them. This is an excellent ground for the manifestation of creativity of all participants in the educational process, when only a joint desire to receive quality knowledge allows to shift quickly and deftly to new learning conditions.

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