ASSESSMENT OF THE LEVEL OF COMPUTER LITERACY OF MEDICAL UNIVERSITY STUDENTS FOR THE IMPLEMENTATION OF NEW EDUCATIONAL TECHNOLOGIES

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Introduction: Modern educational technologies are becoming an integral part of the educational process. The use of such methods of knowledge control and self-study of students as organizer, learning project, PBL and case require students to master the basics of computer literacy and the ability to use electronic resources for educational purposes.

The aim of the study: Was to assess the degree of medical students' access to computer technology and the ability to use electronic resource databases, as well as to study the level of elementary computer literacy**.**

Materials and methods of research: We analyzed 437 blitz-questionnaire sheets conducted among the students of the 2nd, 3rd years of pediatrics and medical and pedagogical faculties of the institute. Students' access to electronic resources was determined by where they used them (at home, in the institute's information and resource center, Internet café). Computer literacy was assessed by the degree of knowledge and ability to work with Word, Excel, Power Point, and Internet Explorer editors. We also studied the knowledge of medical search engines and websites [1-3].

Survey results: When counting and analyzing the answers to the survey revealed that 17% of students use electronic resources at home, 19% of respondents use the institute's information centre, 26% look for information in Internet cafes, 18% do not use electronic databases at all. Analysis of answers to all questions of the questionnaire allowed to indirectly assess the degree of openness (frankness, trustworthiness of answers) of respondents (11%) and adequacy of their self-assessment (9%). In view of these aspects, it was found that of the total number of students surveyed 7% know how to work with the above editors and are very familiar with search engines and medical websites, 23% have access to resources, but are poorly versed in finding information, 21% of respondents indicated that they have limited access and have difficulty working with editors, 40% have access to resources, but at the same time, they have no skills or knowledge about editors, search engines and medical websites, 9% have no access to resources, have poor understanding of the computer and are not familiar with the medical profession [4-6].

Conclusions: The research has shown that the current use of information and communication technologies and electronic educational resources is such that they are not in demand among the bulk of students. A wider implementation of modern didactic methods will stimulate students to master these technologies, so the use of case study, learning project and problem-based learning in everyday teaching and learning activities should be expanded in every possible way.

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