

PERFORMANCE ASSESSMENT OF STUDENTS PREPARATION FOR PRACTICAL CLASSES OF HUMAN ANATOMY

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Introduction. The study of anatomy plays an important role in medical education. At the same time, the modern world is changing rapidly, and approaches to learning must change as well, which underlies the relevance of this research. I believe that understanding the student experience provides valuable insights into academic quality, student support services, and the effectiveness of an institution. Analyzing student satisfaction helps universities identify and improve strengths and hidden gaps in educational provision, thereby improving and enhancing student retention and promoting maximum academic success [1].

Aim. Evaluate students' experiences preparing for such a fundamental discipline as human anatomy. It is also necessary to identify areas for improvement, thereby enhancing the quality of education, and to provide recommendations based on student feedback. [2].

Research methods. To achieve our analytical study goal, we surveyed 106 students from various years at Gomel State Medical University (GSMU). The survey was administered via a Google Form. The questions focused on the students' methods and time to prepare for classes. This approach allows us to identify hidden gaps in their learning experience [3, p. 697].

Results and discussion. During our research First-year students made up 20% of the total sample. This group demonstrated the highest level of optimism, but also relatively low weekly hours devoted to studying human anatomy due to what they described as its "ease of use." Of these, 19% of first-year students spent only 10-30 minutes per week studying the subject, while 23% spent more than 5 hours per week. This group primarily watched YouTube videos and recorded lectures without taking notes. They merely copied anatomical structures in the textbook to pass exams and memorize the material for assessment. Afterward, they tended to forget and showed less interest in actively memorizing, as most reported satisfaction with their current academic performance. Meanwhile, 73% of first-year students believed they would have time to learn human anatomy again someday, although it was unknown when. One of the most highly rated indicators in the dataset was resource availability. Over 70% of respondents agreed or strongly agreed that they have the necessary tools (textbooks, 3D atlases, various diagrams, access to anatomical models) to succeed. This indicates that the educational institution's physical and digital infrastructure meets students' basic needs.

Second-year students made up 21.9% of the sample. This group in our survey spent the most time preparing for classes – 39.2% devoted more than 8 hours per week to

preparation. However, not a single second-year student spent only 10-30 minutes studying the material. Unfortunately, these students often experience high levels of stress related to their academic workload. This is likely due to the increased complexity of core subjects compared to the general education requirements of their first year. Sixty-four percent of students noted that passively watching videos doesn't produce the desired results and that active involvement is necessary – in-depth analysis of lectures, rereading textbooks, studying 3D models, and independently drawing anatomical structures. This high motivation is due to the final exam in the second year, as well as the fact that neuroanatomy is considered the most complex area of human anatomy. Second-year students, in particular, expressed a desire to gain more practical experience, applying theoretical knowledge. When asked whether they felt "overwhelmed by the workload," responses were mostly "Agree" and "Strongly agree." This feeling of being overwhelmed does not necessarily correlate with poor grades. However, proper time management can help reduce stress.

We observed many first- and second-year students who devoted only 10-90 minutes to studying. These individuals primarily used YouTube videos and recorded lectures to prepare. It's worth noting that they became distracted by their digital tools and began watching social media such as TikTok, Instagram, Facebook, or Snapchat (series). The most common cause of such distraction is usually receiving a text message or a notification sound. They then try to check and lose control of their studies. Unfortunately, with this approach, knowledge does not transfer from short-term to long-term, and after the exam, they forget everything in the blink of an eye.

So 3-year students constituted 18.1% of the sample. They showed improvement in the "attention span" indicator. We hypothesize that successfully completing the first two years of university studies leads to the development of better cognitive endurance and learning strategies. It is noteworthy that the time devoted to study increased, with 78.95% of students spending 3 to 7 hours a day on learning new things, including reviewing and studying human anatomy. They confirmed the active use of anatomical drawings and flashcards (83%). They also reported satisfactory memorization abilities. We believe this is related to their study of pathological anatomy or topographic anatomy. Perhaps they are trying to relearn some of the basics, as they sometimes manage to recall the material.

Senior students also participated in our survey: 4-year students made up 23.8% of the total sample, 5-year students – 8.57%, and 6-year students – 7.62%. Senior students emphasized the crucial importance of active engagement in learning the material and the importance of independently reading books and highlighting key points. They also pointed out that passively listening to instructor explanations and watching videos leads to extremely low success in class. Furthermore, 71% of surveyed students indicated that they had to relearn human anatomy in preparation for clinical courses, as passive study left them with no fundamental knowledge.

Conclusions. This study demonstrates the high effectiveness of active learning (repeatedly reading textbooks, drawing anatomical diagrams, taking lecture notes, etc.) of

human anatomy using video tools as a supplementary element, rather than as a primary one.

While all students agree that digital tools are essential for their studies, these data indicate that these same tools are a major source of distraction. Institutions must find a balance between integrating digital technologies and a traditional education. This study demonstrates that students are academically ambitious but increasingly burdened by workload and digital fatigue. While institutional resources were highly valued, mental health support and faculty mentoring are needed for further development to ensure student success and their good psychological health and well-being.

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АНАЛИЗ МЕТОДОВ ДИАГНОСТИКИ ХРОНИЧЕСКОЙ ТАЗОВОЙ БОЛИ У СТАЦИОНАРНЫХ ПАЦИЕНТОВ

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Введение. Синдром хронической тазовой боли (СХТБ) относят к наиболее сложным междисциплинарным проблемам современной медицины. Частота хронической тазовой боли у женщин в возрасте от 15 до 73 лет составляет 38 на 1000, что сопоставимо с частотой бронхиальной астмы [1, с. 12]. Хроническая тазовая боль (ХТБ) согласно определению Международной ассоциации боли (International Association for the Study of Pain (IASP)) – это повторяющийся или постоянный на протяжении не менее 6 месяцев болевой синдром в нижних отделах живота ниже пупка, в нижней части спины и крестце, в промежности, в проекции наружных половых органов, влагалища у женщин, прямой кишки с возможным распространением по переднебрюшной поверхности бедер [2, с. 9]. Выделяют ХТБ, которая возникает при некоторых урологических, гинекологических,