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**STUDY OF COMMUNICATIONAL AND ORGANIZATIONAL SKILLS OF STUDENTS
OF TVER STATE MEDICAL UNIVERSITY**

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Background. Social skills are necessary both for medical professionals and students. But global events such as the COVID pandemic may have a negative effect on students.

Aim: to assess and analyze the communicational and organizational skills (COS) of students of Tver State Medical University.

Material and methods. The study involved 295 1st- to 6th-year students of the medical, pediatric and dental faculties at Tver State Medical University. Each subject was asked to pass the “COS” questionnaire developed V.V. Sinyavsky and B.A. Fedorishin, which is aimed at identifying stable indicators of COSs of the subjects.

Results. The study has revealed that among the students surveyed 41.7% (123) have low organizational skills and only 7.5% (22) possess very high organizational skills. In the other groups, approximately the same percentage was observed – 21.7% to 11.9%. Particular attention was drawn to the distribution of organizational skills between the students of different years of study. They tend to decrease during the process of studying at the university, up to the complete absence of such skills among the 5th- and 6th-year students.

When studying the students’ communicational skills, we have also revealed that more than half of them -- 60.7% (179) – demonstrate a lack of developed communicational skills. Meanwhile, the 1st-year students show the greatest sociability. The 2nd- to 5th-years students were lower in this indicator. The lowest level of sociability was found in 6th year students which was a rather disappointing outcome

Communicational and organizational skills are vital in professions that are associated with active personal interaction. They are considered to be important factors to achieve success in many human-to-human professions, and especially in the medical profession, where it is necessary to build interpersonal relationships, be able to organize and guide patients, and most importantly be able to make independent decisions and take responsibility.

Conclusions. It can be assumed that the results obtained are associated with the necessary changes in the learning process over the past 2 years due to the COVID pandemic: long-term distance (online, web-based) learning, lack of traditional face-to-face learning experiences and decreased learner engagement; lots of computer-mediated activities (including the exams and accreditation tests).