DIGITAL TOOLS FOR COLLECTING FEEDBACK EFFECTIVELY

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Abstract. *Establishing communication between the student and the teacher by improving feedback allows to strengthen cooperation and learning outcomes, to be able to respond and change the style of presenting information, according to the needs of students, to honestly and openly discuss the effectiveness of learning, to see one's strengths and weaknesses as a teacher and to get new space for development. Feedback provides an opportunity for each participant, both teacher and student, to realize their role in the learning process and to influence and shape the educational space and educational trajectory in accordance with their needs, a sense of their own value and the value of their contribution*

Key words: *feedback, student achievement, digital tools*

Introduction.

Nowadays, in the period of dynamic development of the educational environment, together with the intensification of information flows, where the education system must meet its strategic tasks feedback is an important component of effective learning, which can improve learner confidence, motivation to learn, self-regulation and ultimately, student achievement. Feedback is known to have a powerful influence on learning with the main aim being about improving students' understanding, skills or other capabilities for the formation of a highly qualified specialist in the labour market. Feedback is a key element in the gradual process of continuous learning and assessment. Providing timely and ongoing feedback helps the student reflect on their learning and their learning strategies so that they can make adjustments for better learning progress [1].

On the other hand, the issue of integrating the practice of feedback into the educational process is very relevant, since neither students nor teachers are always ready for an open dialogue. To do this, you can use various methods of collecting feedback, such as questionnaires, reflection after a practical or lecture class, formation of tandems (small groups) during the class, fixing questions and collecting answers on separate sheets/stickers, during personal contact, analysis of situation cases in a group [2].

It is worth remembering that feedback is only feedback if it does not lead to

action. Therefore, the work aimed to characterize digital online tools for effective feedback

Taking into account that not everyone can express themselves openly, fearing criticism from colleagues, friends, and group mates, it is possible to use digital online feedback tools. these include such interactive methods as google forms, Tipeform, Survey Monkey, Kahoot, Slido, Mentimeter, Miro, etc. Forming a set of questions will allow you to understand the needs of students and their expectations from you as a teacher, which in turn will increase the quality of the educational process. The introduction of various online tools into the educational process motivates not only students but also promotes pedagogical development and self-improvement of pedagogical workers [3].

In addition, especially distance learning made us think about improving the feedback between the student and the teacher because the establishment of communication allows for strengthening cooperation, the ability to respond and change the style of presenting information, according to the needs of students, to honestly and openly discuss the effectiveness of education, to see their strengths and weaknesses as a teacher and gain new space for development. Online feedback provides an opportunity for each participant to realize their role in the learning process, and to feel their value and the value of their contribution [4].

Feedback should take into account the results of students' self-assessments and provide information for making corrective changes to the educational process. Therefore, to form a communicative bridge between the student and the teacher, in our practical work, we used such online tools as Miro and Mentimeter, which allowed us to improve reflection and interaction.

Miro is a scalable online whiteboard for distributed team collaboration, a visual platform for student collaboration to deliver better results, where you can create question sets, and drawings, draw diagrams, including chat, and share data to facilitate cross-functional teamwork and facilitate collaboration.

Another effective engagement tool is Mentimeter, which has mobile apps that can be downloaded for free from GooglePlay or the AppleStore, and also offers users convenient PowerPoint or GoogleSlides add-ons that allow them to integrate your surveys and results directly into your presentation, rather than opening it in a new window. browser window [5]. To participate in the survey when using Mentimeter, it is enough to go to the menti.com website or the Menti application on the phone and enter 6 digits or simply scan the QR code that is automatically generated during the creation of the survey, that is, it is easy for the teacher to make instructions for participating in a specific survey and place it on the slide. Thus, an online survey can be an important element of formative assessment and active communication in the learning process, because it allows both the teacher and the student to trace the process of acquiring knowledge, and not just the result.

Another free alternative, an important online tool successfully used at our university is Google forms, for which students only need an Internet connection and a mobile phone. Google Form gives us a wide range of possibilities of use and makes it easier to work when preparing questions, but in test mode. Created tests can be distributed by link via e-mail or other mobile messengers. Automatic assessment

allows you to collect statistics of answers or individual participants.

The next effective online tool is Classtime - a platform that allows you to introduce new opportunities into the learning process, and enrich, supplement and expand the educational environment.

Conclusion.

The introduction of various online tools into the educational process motivates not only students, but also promotes the pedagogical development and self-improvement of pedagogical workers and, most importantly, provides an opportunity to receive high-quality, constructive feedback, because the main goal of the educational process is a high level of education and at the same time maintaining the highest academic standards and provide a qualitatively new type of modern medical student-centred education.

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