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**з питань методики викладання іноземної мови**

*«Дослідження та впровадження в навчальний  
процес сучасних моделей викладання  
іноземної мови за фахом»*

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## SLIDESHOW PRESENTATIONS AS A METHOD OF STUDYING MEDICAL LECTIONS

**The relevance of research.** Changes of lifestyle requires the improvement of the approach of modern teachers to the preparation and conduction of lectures in higher medical educational institutions. Carrying out all types of classes, taking into consideration individual characteristics of memory processes and memorizing of each student leads to significant improvement of the results of students training. Multimedia technologies enriches the learning process, makes it possible to increase learning efficiency by involving in the process of perception of educational information all possible sensory organs of the learner. Nowadays, multimedia technologies is one of the most promising areas for informatization of the educational process.

**The object** of this research is a multimedia presentation regarded as a method of conducting lectures in a medical universities, which leads to the better perception of information.

**The subject** is a verbal-associative memory taken in the perception and memorization of the lecture material.

Lecture is one of the leading forms of organization of training in the medical universities. Due to the fact that material is presented in compressed form, lecture is the most thrifty way of transferring of educational information.

One of the key factors to the improvement of the quality of trainings for medical personnel, that is ready for independent practice in using the innovative teaching methods in pedagogical activity. Performance of the lessons and the quality of training for specialists depends on the competence of the teacher and their ability to appeal to students.

When lectures are conducted exclusively orally, they affect only the auditory analyzer. It leads to decreasing of the amount of memorized information because only auditory memory is being used. But there are also other types of memory, activation of which improves the assimilation of information significantly. Let's briefly dwell on them [3]. Figurative – the trace of biologically important stimulus is postponed in the psyche. It is the basis of the learning process. Emotional – the ability to reproduce the previously experienced emotional state and attitude to it. Conditioned reflex – is fixed in conditioned reflexes. Logical-semantic – operates with concepts. Sensitive – figurative – includes such types of memory as auditory, visual, motor. Exactly these types of memory are used in the trainings made for future medical workers [2].

Today, the simplest and the optimal solution for the problems of students adoption of the lecture material is the multimedia presentations.

Multimedia presentations is the way of presenting information using computer programs, which combines dynamics, sounds and images, i.e. those factors that attract attention for the long period. On the one hand presentations made it possible to improve the lecturing process quality due to the novelty and unusualness of this form of study for students, and on the other hand make it fascinating, vivid and form varied using the multimedia capabilities of modern computers. Multimedia lectures effectively solve the problem of visualization, expand the possibilities of presentation of educational material, makes it more understandable and accessible for students.

What are the advantages of using presentations in the process of training in medical universities? Multimedia presentations allow to make educational material clear and persuasive. Fast and convenient playback of materials during the educational process. With the help of presentations, it becomes much easier to demonstrate schemas and tables. There is an impact on the visual analyzer of students, so bright images are much more ease to memorize. Using of animation activates attention, allows you to convey the deployment logic of the idea. There is an opportunity to use audio and video fragments in presentations, which also

have a positive effect on memorization processes. Distribution simplicity among the students. Presentations can be used in the process of self-preparation for classes. The ability to insert hyperlinks to the information sources can be used to enhance knowledge. It greatly affects the process of self-education and preparation for classes [1].

What can complicate the use of multimedia presentations in the learning process? The need for the special equipment to manage multimedia presentations. Lack of certain skills that are required to create presentations, as well as inaptitude to use the existing equipment. High time requirements for creating multimedia resources.

Of course, the use of presentations on any discipline will be effective, and we have already confirmed this. But I can give an example on courses in biochemistry and cytology. Thanks to animation, such complex processes as the synthesis of protein, nucleic acids, cellular respiration can be much more clear and understandable. At the same time, not full complex scheme is being demonstrated to the student. For example not the full Krebs cycle, but its single stages. The final picture is gradually formed from consequent reactions. The same goes for cytology: demonstration of microphotographs and drawings of cellular organelles and their location in the cell makes great influence on the perception and memorization of such information, and the using of animation allows us to look through all the phases of cell division stage-by-stage.

The organization of lectures with the use of multimedia technologies makes it possible to save time. Multimedia technologies have transformed the educational visibility from static to dynamic, so it has become possible to track the different processes in time.

Modeling the processes that evolve over time, possibility of interactively changing of parameters of these processes is a great advantage of multimedia training systems. Moreover, it is impossible to demonstrate the studied phenomena in the classroom for a quite a lot of educational tasks. In this case multimedia is the only way out.

Multimedia presentations in the educational process of medical universities are not a tribute to fashion or innovation for its own sake. The wide use of this training tool is conditioned by the specifics of the modern informational space and the students' interaction with it in the changed conditions of the organization of higher professional education [4].

**To summarize**, it should be emphasized once again that the use of multimedia presentations during lectures significantly saves time spent on obtaining information, provides a more visual form of presentation of material in more accessible way for perception, ensuring better assimilation, helps to systematize the acquired knowledge to generate motivation for training and provides educational and methodological assistance in independent work on the educational material.

When multimedia technologies is being used at the lectures, the structure of the lecture does not drastically changes. It still retains all the main stages. Perhaps there are changes only in timing. It should be noted that the motivation in this case is increasing and, as well, carrying a cognitive load. This is the necessary condition for the success of the training, because without the interest in replenishing the missing knowledge, without imagination and emotions, successful education in the clinical and general education disciplines is impossible.

### **Література**

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**МЕНТАЛЬНИЙ ЛЕКСИКОН ЯК ЗАСІБ ДОСЛІДЖЕННЯ ОНІМІВ**