

Tamara Yelchaninova, Vitalii Radchenko

Dnipropetrovsk Medical Academy of the Ministry of Health of Ukraine

ROLE OF THE LECTURE IN THE CONTINUING MEDICAL EDUCATION SYSTEM

The lecture term is coming from the Latin "lection" which means "reading". For the first time, the lecture appeared in ancient Greece and subsequently received its development in ancient Rome in the middle ages. The ability to express and convey your thoughts to the listener has always been highly appreciated. Numerous examples from the history of ancient Greece, Rome where speakers held a competition in oratory are showing it.

Likewise, in the 21st century, the principles and methods of the learning process have been changed significantly. The shift towards the fluid, formless nature of information—thinking of information as a kind of perpetually oozing honey that holds variable value rather than static silhouettes and typesets that is right or wrong—is not a small one. Create more modern algorithms for the different educational processes were necessary. As a result, the necessity in creating more modern algorithms of the educational process has appeared. One of the links of it is a lecture, that makes the tuition of doctors and interns more systematic, holistic and effective.

In the training process, a doctor must not only acquire a certain supply of knowledge but the main thing is to learn how to use this knowledge for solving the tasks that life poses for a specialist: diagnostic, therapeutic, deontological, epidemiological and others. The tasks used for educational purposes must reflect the important aspects of the tasks solved in medical practice. According to Descartes R., "Each problem that I solved became a rule, which served afterward to solve other problems."

In the academic practise and postgraduate education of doctors, a lecture is an important component of the educational process, during which the teacher reports new teaching material. It should be noted that the process of transferring knowledge during a lecture is carried out in a finished form and students actively perceive it. A positive feature of the lecture is that the material is presented in a concentrated,

logically consistent form, and because of this it is possible to transmit to students a large amount of actual information within a relatively short period.

Though, reforming the postgraduate medical education system presents new requirements for teaching methods. The content of the educational process is updated and it is being given into greater conformity with the requirements of scientific and technological progress, with the general level of modern scientific knowledge.

During the lecture, the lecturer does not just transmit information. He also acts as a scientist who obtains this knowledge in the process of his scientific activity, and as an orator, and as a teacher who feels the audience and contributes to the development of personality. It should be noted that the functions of the modern lecture are quite diverse. It may be:

- Informational (reports the necessary information)
- Stimulating (arouses interest in the topic)
- Educating and developing (assesses the phenomena, develops thinking)
- Explanatory (aimed primarily at the formation of basic concepts, processes)
- Persuasive (with emphasis on the principles of evidence-based medicine)

Lectures are divided into general goals, scientific level, didactic tasks and the method of presentation of the material. For general purposes, tutorial, developmental, formative and educational lectures are distinguished. According to the scientific level, lectures can be divided into academic and popular. Lectures on didactic tasks are also heterogeneous. We can distinguish introductory, generalizing, current, installation, overview and lectures-visualizations (with a reinforced visual element). By the method of presentation of the material tell apart also problematic, lectures-conferences and lectures-discussions.

Of course, in the system of continuing professional education lectures are presented with modern requirements. It must have:

- A clear structure and logic of the disclosure of the studied issues
- A certain theoretical orientation
- Completed meaning of the topic or problem covered and should also be closely related to the material that was presented earlier if the lecture is part of a separate discipline
- Substantiation on facts that are based on the principles of evidence-based medicine

- Features of the problematic - to reveal contradictions and find ways to solve them
- Educational value and arouse the interest of listeners in a deeper study of the problem
- A detailed interpretation of the applied new terms and concepts

For a long time in the system of training and professional development of doctors, the presentation of educational information was carried out mainly in the form of a traditional lecture. It was a process of transfer knowledge in a finished form. To some extent, this form of training causes fatigue of listeners and somewhat reduces interest in learning. Therefore, it was a demand to develop and use new forms and methods of active learning in the educational process and, in particular, to improve and modify the traditional form of a lecture.

From the position of didactic goals, the following lecture options are distinguished: introductory, current, overview and final. Introductory lecture - begins a lecture course in this discipline, the lecturer emphasizes the relevance of the material presented in the study of the subject, its relationship with related specialities, the need to know this material to master the following topics. At the lecture, attention is paid to the issues of preparing for work on educational material (the importance of maintaining a lecture summary, viewing it before other classes, working with additional literature). The routine lecture provides a systematic presentation of educational material in a particular discipline. Each such lecture covers a specific topic and is complete, but at the same time, in combination with other topics, it makes up an integral idea of the subject being studied. The review lecture contains brief and generalized information about a particular discipline. This type of lecture is used more often in the final stages of training as a consultation before the exam. The final lecture is of a generalizing final character and is used after the study material.

Modern pedagogy notes the increasing spread of so-called hybrid lectures. These include the following options:

1. Problematic lecture. The essence of the lecture is that the teacher, during the presentation of the training material, introduces the audience to problem situations (extracts from specific case histories) and involves students in their analysis. Discussing the presented medical histories, students, together with teachers, come to

the right solution to this situational problem. In this way, the teacher helps the students to find the right solution to the problem.

2. Lecture with planned errors (provocation). After announcing the topic of the lecture, the lecturer unexpectedly for the audience reports that a certain number of various types of errors will be made in it. When listening to a lecture, students should pay attention to inaccuracies and errors. Although such lectures take place in pedagogy, in our opinion, it is not practical to apply them, as some moments may be incorrectly recorded in the memory of students.

3. "Press Conference" lecture. Its content is planned on student issues. Listeners are invited to ask in writing within 2 - 5 minutes to ask each of them a question on the announced topic. Further, the lecturer systematizes the questions asked and gives a lecture. In the course of the presentation of the material, you can ask questions and comment. Such a lecture is like a "blitz game," in which students play the role of participants in a press conference, and the lecturer is its leader.

4. Comprehensive lecture. It is read by two teachers on the same topic and interact both among themselves and with the audience. At the beginning of the lecture, the problem and situation are formulated, then the material on related disciplines is presented, for example, laboratory diagnosis of thyroid diseases and pregnancy management in women with this pathology. Such a lecture contains a comprehensive vision of the problem and its coverage from two sides: diagnosis and therapy. Such a lecture is a very good option both in form and in the way the material is presented. This type of lecture is very well received by the students and the material being analysed is easily and efficiently absorbed.

5. Lecture - visualization. The use of such a lecture is associated with the use of visualization, which is not always given enough attention in the learning process. Visualization is accompanied by a demonstration of various tables, figures, diagrams, diagrams using technical teaching aids (slides, video recordings, instructional films, etc.). In this case, it is appropriate to recall that modern students prefer not to read and listen, but to observe and act. It is known that the material presented in graphic form is better perceived than the same material presented in numbers. The use of technical training tools allows for the active inclusion of the visual analyzer in the perception of the material presented, which significantly increases the efficiency of understanding and assimilation of the submitted information.

6. Lecture - dialogue. The content of the lecture is presented through a series of questions that are asked in the audience; Answers to them should be heard directly during the reading, using the principle of "feedback". This form of presentation actively engages the audience in the discussion of the problem.

A traditional lecture basically consists of three elements: introduction, main and final part. The first part formulates the topic, its relevance, plan, the connection with the previous material and the importance for the assimilation of the subsequent is specified. The main part sets out material with examples from various real-life situations (case histories). The conclusion summarizes and generalizes the provisions expressed in the main part, the literature on this topic is recommended for independent study. Thus, it should be noted that the success of the lecture form of education is facilitated by:

- The use of modern technical training aids
- Test control to assess the level of knowledge
- A preliminary acquaintance of students with the plan for the upcoming lecture
- The use of various options for building a lecture
- Recommendation for additional literature on the topic

The point of view that a lecture causes fatigue of students and reduces interest in learning is expressed very often. However, if you approach the preparation of the lecture creatively, take into account the recommendations of leading teachers, use their recommendations, its role will certainly occupy a major place in the modern educational system.

In addition, due to the development of scientific and technological progress, the change in the forms and methods of postgraduate continuing professional education, the introduction of distance learning, the lecture form of the presentation of the material becomes a more accessible, economical, effective and efficient form of obtaining a large amount of modern information.

Literature

1. David Taylor. Adult learning theories: Implications for learning and teaching in medical education: AMEE Guide No. 83 Medical Teacher. 2013. Volume 35.
2. Davis M.H. AMEE Medical Education Guide No. 15: Problem-based learning: a practical guide. Medical Teacher. 2009. Volume 21.
3. Manko N. N. Cognitive visualization of pedagogical objects in modern teaching technology / N. N. Manko // Education and Science: Journal of Theoretical and Applied Research. - 2009. - No. 8 (65). - S. 10-30.
4. Naydenova L.I. Experience in the development of digital educational resources based on new state educational standards / L. I. Naydenova et al. // Bulletin of Novosibirsk State University. Series: Pedagogy. 2011. - T. 12. - No. 2. - S. 52–58.
5. Yvonne Steinert, Linda S. Snell. Interactive lecturing: strategies for increasing participation in large group presentations. Medical Teacher. 2009. Volume 21.