

ZBIÓR
ARTYKUŁÓW NAUKOWYCH

PEDAGOGIKA.
PRIORYTETOWE OBSZARY
BADAWCZE: OD TEORII DO PRAKTYKI

Lublin

30.05.2016 - 31.05.2016

#1

СБОРНИК
НАУЧНЫХ СТАТЕЙ

ПЕДАГОГИКА.
ПРИОРИТЕТНЫЕ НАУЧНЫЕ
НАПРАВЛЕНИЯ: ОТ ТЕОРИИ К
ПРАКТИКЕ

Льблін

30.05.2016 - 31.05.2016

#1

U.D.C. 37+082

B.B.C. 94

Z 40

Wydawca: Sp. z o.o. «Diamond trading tour»

Druk i oprawa: Sp. z o.o. «Diamond trading tour»

Adres wydawcy i redakcji: 00-728 Warszawa, ul. S. Kierbedzia, 4 lok.103

e-mail: info@conferenc.pl

Zbiór artykułów naukowych.

Z 40 Zbiór artykułów naukowych. Konferencji Międzynarodowej Naukowo-Praktycznej "Pedagogika. Priorytetowe obszary badawcze: od teorii do praktyki ." (30.05.2016 - 31.05.2016) - Warszawa: Wydawca: Sp. z o.o. «Diamond trading tour», 2016. - 140str.
ISBN: 978-83-65207-88-3

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nakład: 50 egz.

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ISBN: 978-83-65207-88-3

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LECTURES IN UNDERGRADUATE MEDICAL EDUCATION

Abstract. *The article deals with the place of the lecture as a mode of instruction in undergraduate medical education. In article discussed type and functions of lectures, its advantages and disadvantages. The author points out the importance of clinical lectures is an effective way in the formation of critical thinking, aimed to the formation of professional identity and positions, promotes a thoughtful attitude to professional training, bringing up of ethical and deontological principles.*

Key words: lecture, undergraduate medical education.

Lecture is a traditionally leading form of study in high school. Its main didactic purpose – formation of the orienting basis for future student's learning. The lecture is the main element of the didactic cycle instruction, it performs scientific, educational functions, introduces students to the creative lab lecturer.

Clinical lecture is a special form development of clinical thinking, aimed to the formation of professional identity and positions, promotes a thoughtful attitude to professional training, bringing up of ethical and deontological principles.

Lecturer provides the creative communication with the audience in the lecture. Lectures factor is useful for teaching background information and ideas, basic concepts and techniques which can be developed in detail subsequently in smaller groups of students. In the lecture identify the similarities and differences between key concepts of clinical disciplines. Lectures can be a useful way of demonstrating an analytic process in substantiation of clinical diagnosis. Lecturing also permits the dissemination of unpublished or not readily available material [1].

Thus, the lecture provides the following functions:

- information (presents the necessary information);
- stimulating (causing interest to the subject);
- orienting (in the problem and in the literature);
- developing (evaluates phenomena, develops thinking);
- explaining (aimed primarily at the formation of the basic concepts of clinical discipline);
- persuasive function (with an emphasis on evidence system).

Disadvantages of lectures [2, 3]:

– Lecturing is a passive activity. Members of the audience may be busy taking notes, but usually have little time or opportunity to reflect on or question the material and clarify misunderstanding.

– Lectures are not an effective method for changing attitudes and do not help participants to analyze and synthesize ideas.

– Lecturing doesn't always encourage students to move beyond memorization of the information presented and information retention may be poor.

– The lecturing method is autocratic in form; it may allow little active audience participation, while at the same time providing little feedback to the speaker as to the effectiveness of presentation.

– Lectures cannot cope with a wide diversity of ability.

– In ordinary lecture students placing a passive (rather than an active) role, encouraging one-way communication, requiring significant out-of-class time for students to engage with the material.

– Lecturing is not the most effective method for promoting student thought, changing attitudes, or teaching behavioral skills [4].

In the higher medical education efficiency criteria of lectures are followed:

– A clear structure and logic of lectures topic.

– Formation of lectures by methodological foundations of literacy, namely the formulation of goals and actualization of problems, the accentuation of main and additional information, grounded conclusions at the end of the lecture.

– During lectures lecturer should use feedback from the audience, to explain and to focus on new terms, actively involve in lecture examples, facts.

– Use real clinical situations.

– The information provided in the lecture must be logically reasoned, based on scientific evidence base.

– The presence in lecture presentation of concrete clinical situations with the ability of involvement of students in their solutions.

– Predominantly use problematic forms of presentation.

– In addition with educational information lectures must organize and give direction for student's independent work, stimulate a need for an additional recourse to information sources.

A very important factor for a successful lecture is to create conditions conducive to the students thinking, emotional interaction with the audience, using elements of discussion, and formulating questions during the lecture for the involving students in active lecture process.

According to the power of the personal emotional impact of a lecturer, his contact with the audience, produced experience, general influence on the students, the lecture method of presenting educational information is the one of successful.

Some of way of obtaining feedback in lecture and encouraging of active learning [2]:

– Give a demonstration, use cases and examples, give illustrations, show a film or videotape segment or use an audio recording.

Generate discussion.

– Ask students to stop taking notes before the end of the lecture and then ask them to reconstruct on a blank piece of paper, as much of the lecture as possible – either in outline form or diagrammatically. This forces participants to review and consolidate key points and discover points for review.

– Test students on the subject material at the end of the lecture – it will help students retain their learning.

There are several major types of lectures [5]:

The expository lecture is what most students think of when they hear that the faculty member "lectures a lot." The instructor does most of the talking. Occasionally bolder students ask questions of clarification.

The lecture – recitation encourages greater student participation. The instructor still does most of the talking, but often stops and asks students specific questions or requests students to read prepared material. In the lecture – recitation, the direction of interaction is either (1) instructor to class, (2) instructor to individual student, or (3) individual student to instructor.

The interactive lecture encourages student to student interaction. The instructor begins with a 15 to 25 minute mini-lecture and then asks the students to form learning groups and complete an assignment based on the mini-lecture. Then the instructor delivers another mini-lecture.

The course of propedeutics of internal medicine is one of the first clinical courses for medical students. The course includes diagnostics, semiology or symptomatology and medical deontology. It is one of the basic disciplines necessary for the formation of clinical thinking in the future professional activity. During studying of future doctors at the Department of Propedeutics of Internal Medicine special place take clinical lectures, which are a special form of development of clinical thinking, participation of students in diagnostics and diagnosis basing. Clinical lectures is not just informational, they are variant of problem-based learning.

Creating of discussion situation typically for problem-based lecture, its actualization by lecturer personally or by means students, presenting of new material in problematic tasks, finding ways to solve it (thoughts lecturer and discussion involving the audience). The process of cognition in students during this lecture is approaching to research activities. In these lectures actively discussed clinical cases with attraction of audio and video materials and lectures there such persistent feedback, which is not enough for informational lectures.

Therefore, given the intensive development of information technologies, lecture presentation of the material is still actual and remains one of the main methods of active learning course in conditions of continuous professional development of lecturers and providing of interactive learning.

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