

THE USE OF INTERACTIVE METHODS OF EDUCATION FOR LECTURES FROM THERAPEUTIC DISCIPLINES

ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ МЕТОДІВ НАВЧАННЯ ПРИ ПРОВЕДЕННІ ЛЕКЦІЙ З ТЕРАПЕВТИЧНИХ ДИСЦИПЛІН

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Abstract. In the article the main approaches to the use of interactive teaching methods are revealed. The method of conducting lectures on disciplines of the therapeutic profile for the students of specialty 223 «Nursing» / educational degree - «Bachelor», «Master» / with the help of interactive equipment is described.

Keywords: interactive teaching methods, lecture, multimedia presentation, nursing.

Резюме. У статті розглянуті основні підходи до використання інтерактивних методів навчання. Висвітлено методику проведення лекційних занять з дисциплін терапевтичного профілю для студентів спеціальності 223 «Медсестринство» /освітній ступінь – «бакалавр», «магістр»/ за допомогою інтерактивного устаткування.

Ключові слова: інтерактивні методи навчання, лекція, мультимедійна презентація, медсестринство.

Introduction. The introduction of innovative educational technologies into the system of medical education is an extremely important area of development of domestic health care. The rapid growth of medical knowledge, the need to ensure a high qualification level of medical personnel make it expedient to use modern information technologies in the educational process, which make it possible to improve the quality of education, make the process of obtaining knowledge systematic and highly effective [1].

In today's socio-economic conditions, the education system needs to update the content, organizational forms, methods and teaching technologies. Since the presentation of the new teaching material is carried out at lectures, the use of information and computer technologies is of paramount importance. One of the main opportunities for lectures is the use of multimedia presentations.

The **purpose** of this article is to reveal the nature and use of lectures on the disciplines of the therapeutic profile of multimedia presentations.

Results. The priority of modern education in Ukraine is the widespread introduction of information and computer technologies into the educational process. The system of higher education forms the intellectual potential of society, therefore, it is necessary to search and introduce progressive forms, methods and means of teaching disciplines. In particular, the use of multimedia presentations is one of the main opportunities for using information and computer technologies in lecture classes [2].

Presentation — a word that has several meanings: 1) action: showing the general public something new; presentation of new information; as an advertising campaign that promotes something; 2) an electronic document created using the computer program PowerPoint, which is a set of slides for the demonstration of the audience; 3) a method for visual presentation of information on the use of audiovisual means. The synonyms of the term «presentation» are the terms «computer presentation» and «multimedia presentation» [3].

Creating high-quality multimedia presentations requires in-depth knowledge of disciplines, teaching methods and psychology, as well as the ability to work with computer programs. Various applications are

used to create multimedia presentations, but the most affordable way to get your own computer training products is Power Point, a presentation maker that is part of the integrated Microsoft Office system.

Different types of lectures are currently used in the educational process: information, problem, lecture-visualization, with the use of multimedia equipment (visual materials, slides, presentations), lecture-dialogue, lecture-press conference. When reading lectures in modern conditions it is absolutely necessary to use multimedia projectors [4, 5].

PowerPoint multimedia presentations allow you to consciously and harmoniously integrate many kinds of information. Educational information can be presented in various forms: 1) images, including photographs, drawings, etc.; 2) sound, including stereo: voice recordings, sound effects and music; 3) video, video effects, moving video; 4) animations and animation imitations.

Advantages of using a multimedia presentation before the usual presentation of the material with or without paper visualization [3]:

- information capacity - the ability to place a large amount of graphic, text, audio information in one presentation;
- compactness - for presentation, you can use different types of modern media, which are small in size and convenience;
- emotional attractiveness - presentations provide an opportunity to submit information not only in a sequence that is convenient for perception, but also effectively combine sound and visual images, to pick up dominant colors that create a positive attitude towards information for students;
- visibility - the presentation illustrates, specifies or justifies certain theoretical positions;
- mobility - in general, for presentation enough media and computer, that is, it can be displayed in different conditions;
- interactivity - the ability to directly influence the presentation;
- economic benefit - replication of presentations on a carrier costs much less for printing materials;
- multifunctionality - once created, the presentation may subsequently be used in other circumstances and for a different purpose.

The interactive form of presentation of lecture material differs



from the traditional not only because of methodology and teaching techniques, but also because of the high efficiency of the educational process, which involves: high motivation students; consolidation of theoretical knowledge in practice; development of collective decision making ability; ability to social integration.

At present, there is an overabundance of information for students, but this information is not always qualitative and well structured, so the role of the teacher now is to select and structure the material, providing information to students at the right time and in the right place. Without this kind of information, its binding to a specific subject area, it is impossible to create competences for future specialists [4].

Today, Internet resources offer a large number of multimedia presentations on therapy, but most of them are developed only on separate topics and on a lack of methodological level. Teaching of therapeutic disciplines for the students of the specialty 223 «Nursing» /degree - «bachelor», «master»/ has its own peculiarities, both in completeness of studying each topic and in professional orientation. Therefore, lecturers prefer to independently create presentations.

Using multimedia technologies at lectures provides a combination of opportunities for information technology and teaching material with direct communication between the lecturer and the students.

Naturally, the mastery of some of the topics of the curriculum causes considerable difficulties, given the fact that students are not ready to perceive information without proper basic knowledge. The task before us is to help the student to master not only the material of the essence of the discipline, but also to bring the importance of integrating the knowledge of the manifestations of the disease, that is, to put the ability to analyze the information received and integrate knowledge from different disciplines, taking into account the competences of the nurse.

In order to improve students' acquisition of material, multimedia presentations of the lecture material were created (the average number of slides in one lecture is about 40-50), which are enriched with high-quality illustrative material (drawings, diagrams, images of the most typical clinical manifestations of diseases, etc.), animation, audio and video clips. This form of presentation of the lecture material is improved on the basis of our experience, and the demo material is constantly updated. For a clear understanding of the material, the text load of the slides is minimized: definitions, classifications, and diagnostics are presented as short as possible, in the form of circuits. Using the animation effect allows you to display various slider elements - text, animations, pictures, photos. At the same time, this form of presentation of the material helps to learn the educational information provided orally during the lectures.

The form of presentation of lecture material is effectively perceived by students, allows them to outline the most important moments and

systematize the knowledge gained, forms the basis of clinical thinking and the professional outlook of future nursing bachelors. Lecturers are constantly improving the teaching methodology of the presentation.

The use of multimedia presentations helps to optimize the learning process and effectively use the time of the lecture session, increase the informative nature of the lecture, the level of accessibility, increases the educational motivation of learning through the use of interesting technology students and the presentation of educational material and improves the level of perception, the memory of students with learning information (influence on channels of perception educational information - auditory, visual, mechanical, and emotional).

At the same time, the use of multimedia presentations at lecture classes requires [2, 5]:

- the presence of special equipment - a computer or a laptop, a projector or an electronic board, loudspeakers and skills of their use;
- skills of working with computer programs for the preliminary creation, adjustment and use of multimedia presentations, as well as considerable time;
- ability of the lecturer to work with the presentation in the classroom, the skills to combine the word with the demonstration of slides, the ability to explain the teaching material using the presentation material, and not, for example, to read the slide text;
- the presentation and understanding of the lecturer what will be possible to replace the presentation in case of failure of the multimedia equipment.

In general, the use of a multimedia presentation during the teaching of therapeutic disciplines contributes to the intensification of cognitive and professional activities of students through the visualization of specific clinical situations, allowing to deepen theoretical knowledge of discipline. In addition, this method contributes to the formation of clinical thinking students through the analysis of clinical and laboratory data of the survey, stimulates their intellectual potential and motivation to study the discipline.

Conclusions.

1. The use of information and communication technologies in the form of multimedia lectures improves the quality of teaching future nurses-bachelors therapeutic disciplines with regard to the requirements of today.

2. Multimedia learning is a promising and highly effective tool to provide information to a greater extent than traditional sources of information in the order that corresponds to the logic level of knowledge and perception of students.

3. The use of multimedia technology contributes to the students' basic professional competencies stimulates their cognitive and intellectual potential interest to the study of subjects that can increase the effectiveness of training.

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