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**THE ROLE OF TRADITIONAL LECTURE TO TEACHING**  
**MEDICINAL CHEMISTRY IN THE PROFESSIONAL COLLEGE OF**  
**BSMU**

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**Abstract.** Higher education presupposes a successful combination of different forms and methods of teaching. An important role should be assigned to lectures that could enhance the quality of teaching in an educational medium. They are designed to form in students the basis of knowledge in a particular field of science, as well as to determine the direction, both primary content and modes of all other types of academic studies, and independent work of students in the relevant discipline.

**Key words:** traditional lecture, students of the professional college, medicinal chemistry.

### **Introduction.**

In higher educational institution the learning process is implemented within a diverse holistic system of organizational forms and teaching methods. Each form of study solves its particular task. Still, the set of teaching forms and methods creates a standard (unified) didactic complex, the functioning of which is subordinated to objective psychological and pedagogical laws of the educational process.

Among the various forms of educational work in higher institutions, an important place belongs to lectures. Academic lecture (from Latin *Lectio*, which means *reading*) is a logically complete, scientifically grounded, consistent, and systematic presentation of a particular scientific or scientific-methodological issue, topic or section of the subject, illustrated, if necessary, by visual aids and demonstration of experiments. It is closely related to all other forms of organization for studies and educational work, particularly seminars, practical and laboratory classes.

Teaching by lectures is probably one of the oldest methods used by classroom teachers. As a widely practiced method of teaching, a teacher can reach a large number of students at the same time; a large amount of materials can be covered in a short period of time. This is a 'teacher-centred' approach involving largely a one-way form of communication from teacher to students. The teacher, as the authoritative figure,



does most of the writing and talking (chalk and talk) with the students as mere passive recipients of information-listening and writing down a few notes and asking few or no questions. The basic fundamental postulations of this type of method are that the teacher has knowledge, or can acquire knowledge, and that the teacher can give knowledge to students [1].

Of course, lecturing is not the sole teaching method; a majority of college teachers also incorporate other types of learning activities such as discussion and small group work in their classes [2]

Lectures must meet the following requirements: the moral content of the lecture and the teacher; scientificity, informativeness, provability and argumentation, emotional presentation of information; activation of listeners' thinking through questions for enhancing cogitation; clear structure and logical information disclosure; methodical processing, i.e. to enunciate the main ideas and critical concepts, conclusions, their revision in various formulations; presentation in an accessible and understandable language; use of audiovisual didactic materials, etc. [3].

### **Main part.**

At the present stage of education development in Ukraine, a lecture is a necessary form of teaching and learning processes in higher institutions. In the course of medical chemistry, which is studied at the Department of Medical and Pharmaceutical Chemistry, classes of this type can be used to explain complex theoretical material, lay the foundations for thorough mastering by junior specialists of biomedical disciplines, primarily, biological chemistry, physiology, cytology, etc., since initiate a thorough study of chemical transformations of substances at the molecular level in the human body.

The value of the lecture is that in its process the student has the opportunity to learn much more information than during the same time of independent work. During the lecture class, students develop views and beliefs, the ability to critically evaluate the information received. The lecture also contributes to the establishment of direct contact between the teacher and students, timely informing students about the latest scientific achievements and the like.

However, the role of lectures in the learning process should not be overestimated. It has certain shortcomings: it teaches students to a passive, uncritical perception of educational material; some students mechanically record it without being aware and analysing the information presented by the teacher; attending lectures accustoms students to schooling and inhibits the desire to work independently, etc. [4].

To ensure all the positive aspects, the lecturer must correctly determine the mood and tone of the audience, the level of accessibility of the lecture content, and the level of its assimilation not only by a pronounced external reaction but also by inconspicuous signs of audience behaviour. The teacher must assess the condition of the interaction partner by a smile or body movements like a nod of the head, a questioning look, a change of posture, and, if necessary, immediately make the adjustments required for the prepared lecture plan.

The lecture is known to provide an organizational aspect of learning that is a specific way of interaction between teacher and student, within which various teaching methods are implemented. At the same time, on the other hand, it can be considered as



a way of teaching educational material in a systematic and consistent form.

Before preparing a lecture, the teacher must get acquainted with the medical chemistry curriculum on a given topic, the topic coverage in the textbook, understand the basic ideas and content of the topic, the depth and volume of educational material; study reference books, dictionaries, encyclopaedias, in order to find illustrative material, and new facts to create impressive clarity that will increase students' interest in the subject.

The optimal lecture is a lecture consisting of 3-4 parts. The first part should be devoted to a historical overview of the topic, scientists who have made discoveries in this direction, and, most importantly, to motivate future physicians to study this material. It is necessary to show students the interdisciplinary integration of knowledge they learn in different natural science courses, the subject of which, in fact, is one, i.e. nature. The content of the following parts is determined by the didactic goal set by the teacher before studying this topic. At this stage, the lecturer covers the issues raised at the beginning of the lecture and substantiates the necessary theoretical positions. In the final part of the lecture, it is important to reveal the applied aspect of knowledge, the connection of science with life, as well as to indicate the role of scientific knowledge both for the individual and in society as a whole. For this purpose, it is essential to pay attention to the environmental aspects of the topic under consideration, the influence of various factors on human health, the problem of safe interaction between humans and the technosphere. The last part of the lecture has great educational potential which influence the formation of the value attitude of students to the content of educational material. It is construction of the text according to the scheme, namely historical review - subject knowledge - applied aspect, which gives the lecture integrity and completeness.

The choice of the material should be thorough and harsh. In foreign pedagogy even a special term Content Tyranny was introduced to indicate the problem urgent for most college instructors. Cutting down the amount of material lecturers are trying to cover seems a reasonable way out. The authors of "Content Tyranny" suggest that lectures should cover the following kinds of material:

- key points and general themes;
- especially difficult material;
- material not covered elsewhere;
- examples and illustrations;
- material of high interest to students.

The steps recommended by the researchers in this field to take are to read through the syllabus and mark every topic as either "essential" or "helpful" and then cut out all the "helpful" – move them to "suggested further reading" [5].

In order the lectures have problematic character, reflect modern achievements of scientific, technical and social development, theory and practice, promote in-depth independent work for future professionals, the development of their creative abilities, it is advisable to use modern innovative teaching technologies. These include a multimedia lecture that includes elements of the latest information technology and combines both the presentation of traditional static visual information (text, graphics) and dynamic – language, music, video, animation, etc. [6].



The proposed type of lecture is significant for the growth of the lecturer's skill since the preparation of the multimedia lecture requires careful selection of the content, structuring, and polishing of the material. At the same time, the quality of lecture material increases. Besides, the preparation of multimedia lectures has another positive aspect – students can be actively involved in this process. This form of cooperation between teacher and student is the basis of the activity method of teaching when the student receives not only knowledge but also specific skills in performing socially helpful work [6].

### **Conclusion.**

Lecturing is a poor teaching method, it is a kind of last resort for instruction. Even when the lectures are finely presented and well organized, and the lecturers charismatic personality it is still a poor method because lecturing tends to keep students passive [1]. The introduction of interactive technologies brings novelty and originality to the usual system of studying chemistry, the established standards of subject teaching change, and the achievement of the ultimate goal is more intense, which ultimately increases the efficiency of the educational process.

The use of multimedia tools in the form of lectures for teaching medical chemistry is due to the tasks that require the inclusion in the course content of a significant amount of sufficiently diverse information, high-quality assimilation of which is possible only with the multicomponent sensory stimulation of students' perceptual sphere.

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