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## **Lecture as an Active Form of Education in Medical University**

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### **Abstract.**

Nowadays the use of new methods and techniques, introduction of new technologies, diversity of approaches and improving of the teaching quality are necessary. Today the lecture remains the main teaching method in higher education institutions. As the main point of didactic training cycle, it performs scientific, educational and ideological functions, introduces students to the creative lecturer's laboratory.



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Lecture is methodological and organizational basis for all forms of classes, including independent work. Methodological basis adds conceptual importance to the course of study as it introduces students to science in general. Organizational basis consists in the fact all other forms of academic studies are somehow “connected” with the lecture, they logically follow it most often basing on it thematically and by the content [1].

The lecture way of educational material delivery is the most successful according to lecturer’s personal emotional impact, his contact with the audience, produced impression, overall impact on students. Lecture reveals the conceptual construct of the specific branch of knowledge, problems, logic, provides an integral idea of the subject showing its belong in science, connection with related disciplines, arouses interest in the subject, develops professional interests, largely determines the content of other types of studies [1-2].

Lecture is informational and notifying material delivery with the problematycity and use of visual aids.

Lecture is one of the main forms of classes intended for mastering of the most important and complex theoretical material, namely the specific topic or several topics of the discipline. The scope of the lecture course is defined by the curriculum, and its subjects are defined by the syllabus.

The content and the structural and logical sequence of lectures must comply with the approved syllabus [3].

The lecturer must adhere to the syllabus concerning the subject and conceptual basis of the lectures content. However, he may choose the forms, methods and ways of learning material delivery to students.

Knowledge and professional experience must be complemented with deep erudition, reasoning logic, dedication to the branch of knowledge and internal need to share it with students in order for the lecture to become lively, vivid and meaningful message. This means that the lecturer should not only affect the mind but also the feelings of the audience, i.e. to possess the skills of eloquence. Both the examples of lecture teaching and oratorical skill present a significant concern for every teacher who wants to become a good lecturer and a master of rhetoric. The teacher must look at the audience, as if he addresses one student individually and all students together during the lectures at university. He needs to combine voice, tempo, intonation, facial expressions and gestures, but everything should be in accordance with the content. Teacher of higher educational institution should work systematically at the accumulation and deepening of his knowledge and to improve his pedagogical excellence, including lecturing skills. Concerning the pedagogical and psychological qualities of a lecturer, the development of willpower and ability to master the audience require special attention [4-5].

Reasonable interchange of increased attention, mental effort and its weakness through appropriate relaxation is necessary on the lectures. Creative environment is also important for the educational process, including lectures. An experienced teacher and lecturer use living figurative comparisons, metaphors for his thoughts to be perceived clearly, convincingly, with interest.

Teacher skills influence the maximum use of the potential opportunities of this main teaching method. However, the process of education begins at a lecture, continues at the practical classes and deepens in the course of independent work.

According to the didactic purpose and belong of lectures in the educational process, the following main types of lecture are distinguished: introductory lecture; generalizing lecture; overview lecture; thematic lecture; summative (final) lecture. Introductory lecture starts the course of lectures of the discipline. During this lecture the theoretical and practical importance of the discipline should be clearly presented as well as its connection with other disciplines and its value for personal development and training of a specialist. The lecture of this type must provide the motivation of students in the study of this discipline.

Overview lecture covers the most difficult focal issues, concepts, new facts and events. It is used in the course of both full-time and part-time education; it introduces the structure of educational material, organization of independent work, features of control tasks performing to the students.

Generalizing lecture completes the study of discipline materials. Special attention is given to the peculiarities of preparation for the exam.

Thematic lecture is used for system-related reporting of theoretical material on specific subject.

Summative lecture provides brief and significant information concerning program issues similar in content [5].

### **Conclusions**

The lecture form of education cannot be replaced by any other one. Refusal of the lectures lowers the scientific level of students' training. Therefore, lecture, still has to remain the main teaching method of educational process at the present stage of credit-modular system of students' training at higher educational institution.

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