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# GUIDELINES FOR TEACHERS AS A COMPONENT OF INFORMATION SUPPORT FOR AN EDUCATIONAL DISCIPLINE

Ivanchenko O.Z. 

Associate Professor of the Department of Medical physics,  
biophysics and higher mathematics, PhD (Biology)  
*Zaporizhzhya State Medical University, Ukraine*

Lurie K.I.

Associate Professor of the Department of medical catastrophes,  
military medicine and neurosurgery, PhD (Medicine)  
*Zaporizhzhya State Medical University, Ukraine*

Melnikova O.Z. 

Associate Professor of the Department of Medical physics,  
biophysics and higher mathematics, PhD (Biology)  
*Zaporizhzhya State Medical University, Ukraine*

**Summary.** *The article discusses the importance of creating and using quality educational and methodological materials for organizing the educational process. Guidelines for teachers are one of the mandatory components of information support for an academic discipline, designed to help educators standardise and systematise the requirements for the mandatory knowledge, skills, and abilities that students should master in class, as well as use effective forms, methods, and means of learning. The article proposes basic indicative requirements for the structure and content of the manual.*

**Keywords:** *educational and methodological materials, guidelines for teachers.*

**Introduction.** The Ministry of Health of Ukraine, together with the Ministry of Education and Science of Ukraine, developed and approved the Decree of the Ministry of Education and Science No. 1197 of November 8, 2021, which establishes the higher education standard for the speciality "222 medicine" for the second (master's) level of education. The standard sets clear and transparent requirements for educational programs, and the content of higher education training, and defines a list of mandatory competencies for graduates and learning outcomes. Regarding the study of fundamental disciplines, their "understanding and knowledge must be at a sufficient level to solve professional tasks in the field of healthcare". The educational process is defined by the Law of Ukraine "On Higher Education" as

"intellectual, creative activity in the field of higher education and science, carried out in a higher education institution through a system of scientific, methodological and pedagogical measures" [1]. Society requires higher education institutions to provide teaching at a high scientific-theoretical and methodological level, and for this, it is necessary to create and provide the necessary resources for organizing the educational process, including independent work. According to the matrix of compliance of competencies determined by the higher education standard for the speciality "222 Medicine" for the second (master's) level of education, students should learn and master modern knowledge, and for this, they need to be able to search for necessary information in the professional literature and databases of other sources, analyze, evaluate and apply this information [2]. Considerable attention is paid to the development of high-quality educational and methodological support for the educational process. In higher education institutions, it is necessary to create such an educational environment that would ensure that "the content of educational programs as a whole and their individual components, the activities of teachers, the educational work of students, the opportunities and means of education fully correspond to modern requirements and program goals for training specialists with higher education" [3]. The organization and control of methodological support for the educational and methodological work of the departments of Zaporizhzhia State Medical University are carried out by the educational and methodological department, whose main task is to coordinate the educational and methodological work of the entire higher education institution.

**Main part.** Among the mandatory components of educational discipline information support, such as work programs, textbooks, lecture notes, teaching aids, practical manuals, problem books, methodological recommendations for teachers play an important role, which is "educational publications that, in addition to presenting educational material, contain methodological instructions and recommendations for teaching a subject, course, discipline or organizing independent work of students, as well as for the development and education of personality" [3]. Certain requirements exist for the creation of such literature, namely, they should "have a high scientific and methodological level, the methodological material should explain the specifics of the discipline, the features of processing the theoretical course and literary sources, performing individual and independent tasks, preparation for practical classes, and there should be close interdisciplinary connections" [3].

The approximate requirements for the structure and content of the manual are as follows: **the topic of the session and its relevance; the objective of the session** (general, educational); **the final learning outcomes** (the knowledge, skills, and professional competencies that students should acquire according to the requirements of the master's level standard) that students should obtain after studying the topic; the lesson plan, which must include the approximate time for each part of the session (organizational part: attendance check, introduction of the topic, objective, and plan of the session, definition of assessment criteria; introductory part: assessment of students' basic knowledge level on the topic based on their self-preparation for the session using live questioning or an entrance test; main part: studying, summarizing, and discussing the most important terms,

concepts, and problematic issues related to the topic using methodological recommendations for students, tasks with slides, tables, and diagrams (group frontal, individual), checking and assessing completed tasks), **a list of control questions, the most important terminological concepts and theoretical questions related to the topic, tasks for independent work** (with examples of solving typical problems), **final knowledge control** (final test on the topic, assessment of each student), **homework, methodological support for the session, recommended literature** (basic and auxiliary).

At the Department of Medical Physics, Biophysics, and Higher Mathematics, the instructors have developed methodological guidelines for each topic of the discipline intended to standardize the requirements for mandatory knowledge, skills, and abilities that students must master during classes. This publication also aims to assist the pedagogical team, particularly young instructors, in using effective forms, methods, and teaching tools. It offers guidance on the order, sequence, and technology of preparing for instructional sessions, describes goals, tasks, teaching methods, and techniques, and provides advice on organizing the learning process and adapting the instructional material to the students' level of preparedness.

#### Summary.

1. In order to ensure the quality organization of the educational process, each department must create a certain complex of informational support for each discipline.

2. The creation and use of teaching recommendations by instructors allow for the systematization and standardization of requirements for the volume of knowledge, skills, and abilities that students must master.

#### References:

- [1] The Law of Ukraine "On Higher Education" (with amendments and additions).
- [2] Higher education standard for the speciality "Medicine" for the second (master's) level of higher education. Access mode: <https://osvita.ua/master/spec-master/85054/>.
- [3] Educational and methodological support of educational components: a handbook for pedagogical and scientific-pedagogical workers / compiled by N.M. Savelieva. - Poltava: V.H. Korolenko Poltava National Pedagogical University, 2017. - 80 p.