

Key Words

secondary medical school, organic compounds, work sheet, textbook, laboratory assistant, nutrition assistant, medical assistant

Abstract

Tuition of chemistry at medical schools is in many aspects similar to tuition at other secondary schools without focus on chemistry. Nevertheless number of lessons dedicated to chemistry rather proves that chemistry belongs to the essential subjects. The fact that this science is important for medical praxis is supported by the argument that chemistry is taught also at training colleges and universities with medical focus. The ground for the thesis is made by authors real experience gained from long-term work at Secondary Medical School and Training Medical College in Ostrava.

As the main goal of the work we set to find out if the students are capable of using their knowledge, skills and habits gained by studying chemistry in the first or potentially second year of the secondary school in professional contexts, which is very often linked to nature compounds. The goals were achieved by research inquiries and stated hypotheses.

For the research the questionnaire method was applied and further on also the worksheets and knowledge-focused didactic test which had its base in Framework Study Programme and textbooks in use. Student of medical schools were divided into the checking and experimental group, then the technique of parallel groups was applied. Obtained results were assessed as parallel, whereas the checking group worked only with the didactic tests and the experimental group had also the worksheets (processed by the author of thesis) at their disposal. The results of tests were assessed by statistic methods; there was evaluated if the differences throughout the groups are statistically significant and if there can be proved benefit of the worksheets for the students. Moreover the experimental group took part in evaluation of the worksheets. Based on their evaluation there were made conclusions on preferences of different types of tasks.

All the research was completed by mapping of medical school teachers' opinions on accessibility and suitability of textbooks on the market.