

TYPES OF MODERN LECTURES IN HIGHER EDUCATION, TECHNOLOGY OF THEIR DESIGN AND ORGANIZATION

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Abstract: this article focuses on the types of modern lectures in higher education, the rules for choosing the type of lectures depending on the qualifications of the students and their planning, the difference in the design methods of modern lectures from the traditional. The most convenient and optimal option for the design and organization of modern lectures is presented, the requirement and methodology for analyzing the situation of the audience state before lectures are formulated, the choice of the main idea of the lecture, the choice of the topic, the rationale for the purpose and content of the lecture, the choice of the type and form of the lecture, interactive methods used in this lecture, methodology for designing audience feedback and lecture completion, as well as methods for assessing the quality of a lecture.

Keywords: higher education, modern lecture, traditional, problem situations, reproductive, listener, design, feedback, asset.

ВИДЫ СОВРЕМЕННЫХ ЛЕКЦИЙ В ВЫСШЕМ ОБРАЗОВАНИИ, ТЕХНОЛОГИЯ ПРОЕКТИРОВАНИЯ И ОРГАНИЗАЦИИ ИХ

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Аннотация: в статье приведены виды современных лекций в высшем образовании, правила выбора вида лекций в зависимости от квалификации слушателей и их планирование, отличие методов проектирования современных лекций от традиционного. Приведен самый удобный и оптимальный вариант проектирования и организации современных лекций, сформулированы требования и методика анализа ситуации состояния аудитории перед лекцией, выбрана основная идея лекции, выбор темы, обоснование цели и содержание, лекции, выбор вида и формы лекции, интерактивные методы, применяемые в данной лекции, методика проектирования обратной связи с аудиторией и завершения лекции, а также даны методы оценки качества лекции.

Ключевые слова: высшее образование, современная лекция, традиционная, проблемная ситуация, репродуктив, слушатель, проектирование, обратная связь, актив.

UDC 378.147.

What is the need for live lectures at a time when Internet teaching technologies, new forms of teaching, including distance learning, telecommunications training projects [1], video and audio lectures [2] are widely developed? The question arises appropriately. There is no denying that lectures are needed in the form of traditional teaching. But what should modern lectures [3] be like now, what are their types, classifications, and how should a lecture be designed to be interesting?

Of course, the above questions are of interest to every professor and student. In the following, we will focus on the solution of these questions based on our pedagogical experience.

The development of lectures in line with modern requirements is limited within the framework of the traditional education model. This is because the lecture should be considered not only as an organizational form of teaching, but also as a governing tool for students to think independently, to develop practical skills in making independent decisions in solving problematic situations [4]

For this, the educator is required to know the developmental education [5], the role and function of the lecture in this educational model, the role, essence and functional function of modern lectures in the educational process.

When planning a report, it is important to determine what it is and the purpose of the report. Lectures are divided into the following types according to their didactic function [6]:

1. Introduction lecture
2. Lecture on a specific topic
3. Referral lecture
4. Generalized (final) lecture
5. Problematic lecture
6. Open lecture
7. Lecture in pairs
8. Reflexive lecture
9. Medium lecture
10. Lecture - panel
11. Representative navigator
12. Information or "current" lecture
13. Lecture consultation
14. Lecture dialogue
15. Lecture on errors in the plan

16. Press-conference-lecture
17. Mini lecture
18. Event case lecture

Introduction lecture. a general directional report on the materials to be studied later. The purpose of such a lecture is to give students a general idea of the subject, to arouse their interest, to guide them to think independently about the questions asked and to look for answers. In such a report, organizational-orienting and motivational functions prevail.

Lecture on a specific topic – in this case, lectures on the schedule according to the plan developed in the curriculum of science. The report presents and analyzes information on a specific problem or topic, draws conclusions and proves it. Lecture planning requires more attention to informational, organizational-guiding and methodological functions.

Referral lecture – lectures aimed at the organization of joint activities of the speaker and the listener (individual, group or collective) on the development of personal competence and mastery of the content of the subject.

Generalized (final) lecture. The purpose of the lecture is to systematize the relationships and connections between objects and situations, giving the main idea and essence of the material on the topics covered during the semester in the shortest possible way.

Problematic lecture – a report in which real-life contradictions are modeled. The problem is interpreted in the form of a contradiction of theoretical and practical situations, i.e. in some cases a mismatch between theory and practice, its components and constituents are highlighted. In problem reports, the speaker should first create a problem situation, then present the essence and analysis of the problem, and state his or her hypotheses on the problem solution [7,8]. In the United States, speech-panel is now widely used in practice. Discussions and debates in such reports are attended by several highly qualified experts who have their own worldview and opinion on the problem solution. In practice, lectures with the participation of several speakers, ie reports in which each speaker has his own position (speaker, expert, critic, problem solver on the topic, etc.) are also widely used.

Open lecture - open lectures in the form of lectures in the audience of students, as well as specially invited professors, teachers, scientists and experts on the topic of the curriculum in a particular subject. The purpose of the open lectures is to make professors aware of the world's achievements and innovations in the field of science, engineering and technology, and on their basis to prepare, conduct lectures using modern pedagogical and information and communication technologies, thereby improving the quality of education and competitiveness. is to provide. The tasks of conducting public lectures include:

- inform students about the latest achievements and innovations in science;
- Ensuring the participation of science, industry and the public in the management of the quality of education;
- promotion of the best scientific and methodological reports;
- Improving the professional skills of young and future teachers;
- Ensuring that professors with academic degrees work regularly to improve their professional skills and increase their responsibility in the educational process;
- Encourage and reward high-level report authors.

Open lectures are usually conducted on a voluntary basis by experienced professors who have established a well-known or academic school in their field, with an academic degree and title. Reading a lecture directly is a mistake as an effective method of teaching because the speaker is required to convey a large amount of information to the audience in a very short period of time.

The choice of the type of lecture should take into account the technical equipment of the classroom, the potential of the audience (who they are: students, masters, trainees, higher education, scientists, etc.), the purpose and topic of the lecture.

Lecture in pairs – a lecture with two speakers. Each speaker plays a clear role in this. For example, one participates as a speaker and the other as a critic, expert, or problem solver.

Reflexive lectures – lectures on creating problems on previously learned content and methods of work, creating problematic situations in learning new content.

Medium lecture – reports aimed at creating insights into the use of previously acquired knowledge in solving specific problems.

Information or "current" lecture – a report used to convey this or that information.

Lecture consultation - a report on questions pre-formed by the listener.

Lecture dialogue – the content of the lecture is conveyed using a series of questions and the questions are asked to be answered by the audience.

Lecture on errors in the plan – In such speeches, the speaker systematically draws the attention of the audience by deliberately making mistakes. It is a lecture aimed at the listeners to listen carefully to the materials of the lecture, to absorb them, to analyze and evaluate them, to use the information content freely and quickly.

Press-conference-lecture – lecture content

Mini lecture - "Small" are very short lectures that cover specific, basic questions and summaries of phrases on the topic. Such lectures are often held before the start of practical activities, scientific research.

Event case lecture it is a separate genre of speech in which the speech is understood as a social phenomenon. Such lectures include the lectures of Nobel Prize winners. However, during the interaction between teacher and student in the educational process, such lectures should affect the listener's personal feelings, develop his need for knowledge, create conditions for the formation and clarification of their views on the problem, awaken and express their worldview and opinion.

As mentioned above, the effectiveness of the lecture will increase if the audience is not an inactive person, but an active participant in the lecture, in some cases the level of mastery of information on the topic can be from 20% to 80%. To do this, the lectures should be based on innovative pedagogical technologies with extensive use of interactive teaching methods.

It should be noted that in the modern educational environment, intensive training of its types, forms and content is observed, while remaining the leading form of organization of lectures in higher education. Of course, the type, form, content, and functional function of the lecture determine the interaction between the teacher and the learner.

Technology of design and organization of modern lectures. The organization of modern lectures differs from traditional lectures by its purpose, content, form of organization and innovative pedagogical technologies used [9,10]. In the most convenient and optimal option, the organization of modern lectures can be divided into the following stages:

1. Analysis of the situation before the lecture
2. Developing the main idea of the report
3. Justify the purpose of the report

4. Define the theme
5. Select the content of the report
6. Select the type of report
7. Choosing a report form
8. Design a method of activating the attention of the audience
9. Designing ways to support the understanding of the report
10. Development of methods of feedback in the report
11. Create a draft of the form of completion of the report

1. Analysis of the situation before the lecture. Initially, the report should analyze the possible situations. To do this, first look for answers to the following questions:

- ✳ why was this form of training required?
- ✳ What is the role of this lecture in the overall structure of student learning?
- ✳ Who are the listeners and how many are they?
- ✳ How much time is allocated for the report?
- ✳ What are the external conditions (audience, technical equipment, etc.)?
- ✳ speaker opportunities and barriers, limitations.

2. Developing the main idea of the report. It is recommended to consider the following when developing the main organizational idea of the report:

- ✳ organizing a lecture based on personal experience;
- ✳ organize a lecture based on questions and answers;
- ✳ reading a lecture in the traditional form, collecting logical material from the available literature on the content of the lecture;
- ✳ organization of work in small groups on this topic and then reading a summary report;
- ✳ offer students a video or case, identify and sort out problems, and then analyze.

Creating a lecture idea begins with an analysis of the situation and answers the question, "How to organize the next stages of the lecture?"

3. Justify the purpose of the report. Defining the purpose of a lecture should begin with the questions: "Why this lecture, what is the result, how should I, as an organizer of the educational process, plan?"

Purpose of the lecture - is the content of thinking about the future outcome of the activity.

The following requirements should be taken into account when formulating the purpose of the report:

- ✳ provide an opportunity to verify the achievement of the objectives set out in the report;
- ✳ the goal should be clear and concise;
- ✳ the goal should be formulated in the "language of student activity", i.e. in an easy and understandable language;
- ✳ the goal must be realistic, i.e. have the means to achieve the goal (time, ability of the speaker, etc.).

Some educators face the following problematic questions in determining the purpose of a lecture:

1. Should the topic of the lecture be chosen first or the purpose?

2. Is the purpose or content of the lecture primary?

3. What is the role of the speaker in choosing the purpose of the lecture?

Most educators choose the topic of the lecture first, based on the curriculum of the subject in the higher education system. In our opinion, the purpose of the report should be chosen first. In the curriculum of the subject, the content of the subject is summarized, not the topics of the lecture. Within the framework of this content, the professor-teacher selects topics for the development of a working program and a calendar plan for the subject.

4. Define the theme. Once the purpose of the talk is clear, it will be easier to choose a topic. The topic should clearly reflect what is being thought and discussed in the report. The topic is the scope of the report. Often, when listeners ask a question, it is said, "Please do not go beyond the topic." It is also required that the speaker does not go beyond the topic when expressing his or her views. The requirements for choosing a topic are simple: the topic must be clear, concise, express the content of the lecture and have an active character (engaging the listener to think, reason).

5. Select the content of the report. The next step in preparing for the lecture is to choose the content of the lecture. It is advisable to follow the following requirements when choosing the content of the report:

- the content of the report should be divided into sections on the basis of the plan, i.e. the report plan should be formed;
- first of all, well-mastered materials that are very familiar to the speaker should be obtained;
- materials should be fully mastered by the speaker, rehearsed on the basis of discussions and consultations with other educators;
- the selected materials must be relevant to the purpose and topic of the report;
- content can be covered in different forms (concepts, information, experiences, observational results, life events, etc.);
- twice the volume of material required for the report should be selected in relation to the volume required.

6. Select the type of report. The choice of the type of lecture should take into account the technical equipment of the classroom, the potential of the audience (who they are: students, masters, trainees, higher education, scientists, etc.), the purpose and topic of the lecture.

7. Choosing a report form. The following forms of organization of lectures are widely used in the system of higher education:

a). Demonstrative narrative style. The speaker will explain the specially selected materials, ensure that they are mastered by the listener, and show how to apply this knowledge in practice. When choosing this method, the speaker should take into account that it gives the listeners an initial understanding of the object or process being studied, such a lecture does not focus on the formation of learning and practical skills.

б). Reproductive style. The speaker creates a set of tasks, assignments and issues in the framework of the knowledge already formed in the listener and uses them in the lecture. Students will develop initial learning and practical skills as a result of solving these tasks independently.

в). Problem-based learning style. The report is planned in a problematic way. Currently, role-playing, interactive and communicative teaching methods are used in conjunction with this method.

8. Designing ways to engage the audience. In order to get the attention of the audience, it is first necessary to ensure that they interact actively with the speaker [10,11]. This can be done in the following ways:

By asking various questions by the speaker:

- rhetorical questions (confirmation of the materials explained by the question);
- allowing listeners to ask questions;
- re-examine their concepts, ask questions.

Speaker's experience and personal appeal:

маърузачининг шахсий амалий тажрибасидан далиллар, маълумотлар ва мисоллар келтириш.

Collaborative thinking is a way of thinking together about problems:

- The speaker should address the audience with evidence so that the audience is excited, attentive and involved in the problem.

The "paradox situation" style:

- a person always has unexpected, completely unheard of information, a strong desire to hear the information and listen to such materials.

The "learn from mistakes" style.

- The speaker analyzes the mistakes, difficulties and problems that students may face.

Polyphony style.

- to approach an issue or question from different points of view and create an opportunity for the audience to look at it as a critic.

Refreshing, invigorating - a way out.

- The speaker can tell short jokes, anecdotes, stories, anecdotes on the topic, taking into account the state of the audience and the level of the audience (age, education, level of knowledge, etc.). However, the speaker should not allow himself and the audience to get out of control carefully. This style requires strict adherence to three conditions: content, time, and knowing who to joke with.

Activation of listeners' activities with the help of visual, educational and visual materials.

External signs and forms of speech transmission.

- The art of public speaking (long or short pauses during the speech (pause), the ability to control their movements, the ability to see their audience, etc.)

9. Designing a way to support the audience's understanding.

To ensure that the lecture is fully understood by the audience, it is first necessary to develop criteria that determine how well they understand the content of the topic, and this can be done in the following ways:

1. A method of translating explained material from one form to another or from one language to another. For example, a student is given the task of presenting textual content in schematic or graphical form.
2. Require the student to briefly explain or explain the material (interpretation).
3. Reflection (taking into account, analyzing the student's state of mind, thoughts and ideas).

10. Development of methods of organizing feedback with students

To organize and evaluate the feedback in the report, the speaker prepares special handouts in advance. Then you can use the K/WK/IL/ (I know, I want to know, I learned) table. The student may also be asked to answer the following questions:

1. In the lecture, did the student achieve the goal he set for himself, did he get the relevant knowledge.
2. Which questions they wanted were not covered or under-covered in the report.
3. What students did not like in the lecture or what questions were difficult for them to master.

11. Creating a draft of the report completion form

A good speech is also judged by the spirit in which the speech ends. Creating a good mood and high spirits at the end of a lecture requires great skill and experience from the speaker. At the end of the report it is expedient to pay special attention to the following:

1. Make a final brief summary of the issues raised in the report plan.
2. Link the conclusion of the lecture to the topic of the next lecture, give short answers to the questions of the audience.
3. Ask the audience problematic questions on the content of the next lecture (without announcing the topic) and arouse their interest in the next lecture.
4. Create opportunities for them to work independently on the next report.
5. The most important thing is to finish the lecture on time, making sure that the goal of the lecture has been achieved!

Lecture quality depends not on how much information is learned, memorized or digested by the audience, but on how well the lecture materials are processed by the audience, the ability to express their opinions on the material, creative approach, skills of using theoretical information in standard and non-standard situations.

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