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LECTURE AS A LEADING COMPONENT OF THE EDUCATIONAL SYSTEM IN A HIGHER EDUCATIONAL INSTITUTION

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Abstract

The development of the modern educational system, its humanization, the tendency to focus on an individual, on the realization of his creative abilities led to the development and the emergence of new lecture forms, such as a problem lecture, a lecture together, lecture-visualization, lecture-press conference. The article discusses lecture options that successfully complement traditional lecture-information, can be used in full of lecture time in one or several classes, or as elements of the traditional form on part of the lesson.

Keywords: lecture, dialogue, monologue, information, reading, composition, material, students, perception, time frame, diction.

The university lecture is the leading component of the education system. Lectures not only acquaint students with the basic scientific and theoretical positions of this or that branch of scientific knowledge, its applied side and the predicted ways of development, but also form the scientific views and beliefs of students, organize and stimulate their creative thought, promote their awareness of their place and purpose in science . Thus, at the modern stage of education, various requirements are set for the high school lecture. The university lecture is a key component of the didactic cycle of education. Its purpose is to organize an indicative base for the subsequent study by the students of educational material.

In the life of modern high school, a lecture is often called a "hot spot". The word "lecture" comes from the Latin "lection" - reading. The lecture appeared in Ancient Greece, received its further development in ancient Rome and in the Middle Ages. MV Lomonosov, the founder of the first national university, wrote a vivid page in the history of the development of the lecture form in Russia, appreciating the living word of the teachers. He considered it necessary to study systematically and persistently eloquence, by which he

meant "the art of speaking red of any given matter, and thus of admiring others to one's own opinion." And so he advised the lecturers "to sharpen one's mind through an incessant exercise in the composition and pronunciation of words, rather than relying on certain rules and reading the authors" [2,5].

As a rule, a separate lecture consists of three main parts: introduction, presentation of the content and conclusion:

Introduction. Formation of the purpose and objectives of the lecture. Brief description of the problem. Show the status of the question. Bibliography. Sometimes connecting with previous topics.

Statement. Evidence. Analysis, coverage of events. Analysis of the facts. Demonstration of experience. Characteristics of different points of view. Determining your position. Formulation of private conclusions. Showing connections with practice. Advantages and disadvantages of principles, methods, objects of consideration. Application area.

The conclusion. Formulation of the main conclusion. Installation for independent work. Methodical advice. Answers on questions. In the same way, lectures are distributed in lecture courses: introductory, presenting and concluding.

Refusal of lectures reduces the scientific level of students' preparation, violates the systematic and even work during the semester. Therefore, the lecture continues to be the leading form of organization of the educational process in the university. The above-mentioned shortcomings can to a large extent be overcome by the correct technique and rational construction of the material.

In the educational process there are a number of situations when the lecture form of instruction can not be replaced by any other: in the absence of textbooks on new folding courses, the lecture is the main source of information; new training material on a particular topic has not yet been reflected in existing textbooks, or some of its sections have become obsolete; the individual topics of the textbook are especially difficult for independent study and require a methodical processing by the lecturer; on the main problems of the course there are contradictory concepts.

Lecture is necessary for their objective illumination; the lecture is indispensable in those cases where the personal emotional impact of the lecturer on students is especially important in order to influence the formation of their views.

Emotional coloring of the lecture, combined with a deep scientific content, creates harmony of thought, speech and perception by listeners. The emotional impact of the lecture plays an important role in the teaching of humanitarian disciplines. But teachers of natural and exact sciences should not be underestimated.

Especially effective is the author's lecture, when they are not so much on discipline as on the "lecturer" [3,6].

Advantages of the lecture: the creative communication of the lecturer with the audience, co-creation, emotional interaction; lecture is a very economical way of obtaining in general the basics of knowledge; the lecture activates the mental activity, if it is well understood and attentively listened, so the lecturer's task is to develop the students' active attention, to cause the movement of their thoughts following the lecturer's thought.

Recently there has been a tendency of free choice of the lecturer by students, which actualizes the problem of lecturing skills. The maximum use of the potential capabilities of this leading form of university education depends on the skill of the teacher. But the learning process, starting at the lecture, continues in practical classes and deepens independent work.

Many teachers believe that the task of the lecturer is to know the subject well and clearly state it. But what does "clarity of exposition" mean? This is a very complex pedagogical problem: it is the consistency, clarity of the presentation, and the conscious active assimilation of what the hearers state, and, as a result, understanding.

The main requirements for lectures are the observance of the moral aspects of lectures and teaching, scientific and informative (modern scientific level), evidence and reasoning, the presence of a sufficient number of vivid, convincing examples, facts, justifications, documents and scientific evidence, the emotional form of presentation, the activation of thinking listeners, posing questions for reflection; clear structure and logic of disclosure of consistently stated issues; methodical processing - deducing the main thoughts and positions, emphasizing the conclusions, repeating them in different formulations; presentation in an accessible and clear language, an explanation of newly introduced terms and titles; use of possibly audiovisual didactic materials. The above requirements are the basis for the criteria for assessing the quality of the lecture [2,4].

By their structure, lectures can differ from each other. Everything depends on the content and nature of the material presented, but there is a common structural framework applicable to any lecture. First of all, this is a report of the lecture plan and strict adherence to it. The plan includes the names of the main nodal questions of the lecture, which can serve for the preparation of examination tickets.

It is useful to recall the contents of the previous lecture, to link it with new material, to determine the place and purpose in the discipline, in the system of other sciences. When disclosing a topic, one can use an inductive method: examples, facts leading to scientific conclusions; You can also use the method of deduction: an explanation of general provisions and subsequent demonstration of the possibility of their application on specific examples. For

each of the analyzed positions it is necessary to draw a conclusion, singling out its repetition and intonation. At the end of the lecture, it is useful to summarize what was heard. A traditional university lecture is usually called information, having several varieties.

Introductory lecture. It introduces students to the purpose and purpose of the course, its role and place in the system of educational disciplines. The following is a brief overview of the course (the milestones of the development of this science, the names of famous scientists). In such a lecture, scientific problems are put, hypotheses are put forward, prospects for the development of science and its contribution to practice are outlined. In the introductory lecture it is important to connect the theoretical material with the practice of the future work of specialists. Further it is advisable to talk about the general methodology for working on the course, to give a description of the textbook and teaching aids, to acquaint students with a compulsory list of literature, and to tell about exam requirements. Such an introduction helps students to get a general idea of the subject, guides them to systematic work on the abstracts and literature, introduces the methodology of the course.

Review-repeated lectures, read at the end of the section or course, should reflect all the theoretical provisions that make up the scientific and conceptual basis of this section or course, excluding detail and background material. This is the quintessence of the course.

Overview lecture. This is not a brief summary, but the systematization of knowledge at a higher level. The psychology of teaching shows that the material stated systematically is better remembered, allows for more associative links. In the review lecture should also consider particularly difficult questions exam tickets.

The abstract helps to listen carefully, it is better to remember during the recording process, provides the availability of supporting materials in preparation for the seminar, the exam. The task of the lecturer is to give students an opportunity to make meaningful notes. Listen, comprehend, process, briefly record. To do this, the teacher should help students and see if everyone understands and has time. This is evident from the reaction of the audience.

It is useful to teach students the method of outline, the correct graphic arrangement and design of the record: highlight paragraphs, emphasize the main thoughts, key words, conclude conclusions in the framework [1,5].

The art of the lecturer helps to organize the work of students at a lecture. The content, clarity of the structure of the lecture, the use of methods of maintaining attention - all this activates thinking and working capacity, promotes the establishment of pedagogical contact, causes students emotional response, develops skills of diligence, forms interest in the subject.

It is well known that the lecture belongs to one of the most complicated types of studies, where the talent and abilities of the leader, speaker, teacher as a creative person are most contrasted, or they do not manifest at all. It sometimes requires a lecturer of special physical, mental and emotional tension, enthusiasm and colossal energy. The consequences for the lecture, whose author does not show a high level of knowledge and professionalism, can not justify the relevance and necessity of the training material for practice.

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