

# NECESSITY OF LIVE MODERN LECTURES IN HIGHER EDUCATION AND ITS TYPES

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**Abstract:** *this article focuses on the relationship between the model and organizational form of education at a time when modern information and communication technologies are widely used in the educational system and distance learning, the history of lectures in higher education, what modern lectures look like today and its importance in the educational process. the main features and functions, passive and active lectures, the role of teachers and students in the lecture and the real role of modern lectures in the formation of the professional component in future professionals.*

**Keywords:** *higher education, forms of teaching, modern speech, innovation, organizational form, scientific, independent learning, function, feature, information, passive, active.*

**Introduction.** One of the key factors in radically improving the quality of education is the widespread introduction of modern information and communication and innovative pedagogical technologies, electronic textbooks and multimedia in the educational process in higher education. The quality of education is also ensured by such factors as educational standards, educational programs, scientific potential of teachers involved in the educational process, abilities and talents of students, logistics of the educational process, educational technologies, the quality of educational process management. World experience shows that the widespread penetration of information and communication technologies and the Internet in education is also paving the way for the globalization of educational services. Given such positive developments in the field of education in developed countries, the widespread use of information and communication technologies to improve the quality of education is becoming a student of the era.

**Aims and objectives.** What should be the organizational forms of education at a time when new innovative pedagogical technologies and modern information and communication tools are used in education?

What is the role of lectures in such a situation?

**Main Part.** The organizational form of teaching in higher education is understood as the pedagogical interaction of the student and the teacher in different variants in the educational process. It is known that the organizational form of the educational process in higher education consists of lectures, seminars, practical classes, laboratory work, independent work of students and various internships. Any organizational form consists of an educational model that includes the purpose, content, and other elements of education. The organizational form of education reveals the essence of the educational model. Such a symmetrical connection between the educational model and the organizational form helps the teacher to distinguish many trends in his professional environment and to choose the right way to organize the educational process in his work. There are many examples showing such a connection between the educational model and the organizational form in the modern educational process. For example, the rapidly evolving open distance learning has created new organizational forms that are not found in other models of education, including virtual tutoring, synchronous video conferencing, and telecommunications learning projects. [1]. However, no matter how new the names of the constituent elements of the organizational forms of higher education, the main elements remain lectures, practical classes, laboratory work, seminars, independent work and practices, and among them lectures are important for students to acquire theoretical knowledge, practical skills and competencies. takes place.

Forms of lectures in different forms [2, 3] acquire a specific direction in the educational process, leading to the formation in the student of the traditional logical sequence of cognition (acceptance, comprehension, reading, thinking, processing, consolidation). The content of the lecture should be systematically composed of ideas, principles, laws, categories, concepts, hypotheses and theories [4]. Therefore, the quality of lectures delivered in higher education remains one of the main indicators determining the quality of education.

History of lectures in higher education From the 13th to the 14th centuries, when the first universities in Europe were established, lectures emerged as a basic form of teaching and it is still used in the educational process as the leading form of teaching in the higher education system. The lecture originated in ancient Greece and later developed in ancient Rome in the Middle Ages. By the middle of the XIX century, the development of theoretical and technical knowledge required the need to supplement the lectures with practical exercises in order to increase the independent research and activity of students. Therefore, lectures began to be viewed as a type of training that directed students to work independently on the textbooks.

Well-known Russian surgeon and educator N.I. As Pirogov points out, a lecture can only be recognized as a good lecture when the speaker has completely new scientific material or a particular speaking ability. By the

middle of the 19th century, lectures were excluded from the curriculum as an experiment in some universities. However, this situation did not justify itself, the level of knowledge of students fell sharply.

By the end of the 19th and the beginning of the 20th centuries, teaching methods began to be divided into "active" and "inactive" types. Due to the fact that students are only able to hear, do not have the opportunity to add any information on the topic, to express their views, the lecture was included in the "inactive" form of teaching, and "lectures do not play an important role in teaching."

**Research results and discussions.** One of the main problems is that today the higher education system of Uzbekistan gives priority to lectures in the educational process, and almost 1/2 or 1/3 of the study load allocated for the subject is allocated for lectures. Changes in the social environment and rapid changes in the educational process have also affected the organizational form and model of education. Today, the role and form of speech in the educational process is to some extent controversial, and there are two different views on the leading role of speech in the educational process.

**The first is the idea of the leading role of the lecture in the educational process:** "Because of the abundance of information in today's information space, the lecture can guide students in the right direction, help them to get the necessary and necessary materials, otherwise they will get lost in such information space and waste a lot of time," he said. Lectures are also a more appropriate form of training when structured analysis of a topic is required. Modern lecture requires feedback, that is, students are also active [5]. The need for the lecture in higher education is explained as follows:

lecture - a form of training that directs students to the process of scientific work, to engage in scientific activities;

lecture - an effective way to activate the attention of students in the transition to a new topic or a new section of the topic;

the report forms the need to use the acquired knowledge.

the lecture will be more effective, especially in preparation for the next group session, in the form of a short introduction at the beginning of the course or section.

**Second, objections to the lecture:** at a time when information and data are sufficient, great emphasis is placed on independent reading and creativity, and audio and video lectures are available, they advocate giving the lecture as a "passive" form of teaching and excluding it from the learning process.

As well as:

Lecture - teaches to passively accept the opinion of another person (speaker), impedes independent thinking;

lecture - reduces the effectiveness of independent learning;

lecture- necessary only when there is no or insufficient textbooks;

in the lecture - some students have time to understand, some just write the text of the lecture mechanically.

Educators who oppose the lecture view the lecture as an auxiliary organizational form in the learning process, promoting the independent work of students as a leading form, as well as practical, seminar and laboratory classes. If the report data is viewed in a form that conveys the information directly, in some respects the above points turn out to be correct. Because if the report is considered only as a source of data, it can not compete with the sources and forms of transmission of information through today's modern information and communication media. Therefore, it is now necessary to change the form and style of the lecture.

From the emergence of lectures as a thematic form of teaching in higher education institutions to the present day, its essence has changed in accordance with modern requirements and has the following features:

- speech - the art of beautiful speech, as an oratorical ability;
- lecture - as a form of teaching that transmits information directly;
- report - as a summary and author's interpretation of information;
- lecture - as a training session in the form of a dialogue;
- lecture - as a lesson that illuminates the problem in the form of training;
- speech as a social phenomenon.

The fact that the lecture is manifested directly in the form of dialogue, problematic form, and finally as a social phenomenon, directly from the form of information or data transmission, is certainly due to the use of innovative pedagogical and information and communication technologies in the educational process.

A lecture, speech, presentation is a generally accepted way of presenting information on a specific topic. In the lecture, systematically, on the basis of a certain sequence, the materials of a theoretical nature are brought to the attention of the audience by the speaker. According to many indicators, "data transmission" is one of the most difficult methods. The presentation of information and data in the form of lectures is one of the teaching methods in the higher education system, a process that depends on the level of knowledge, skills, background information and age, and in some cases gender, of the audience.

Lecture (Latin *lectio*-reading) - an oral presentation of educational material on a scientific, political topic. A lecture is a method of conveying information on a specific topic by the speaker (one person) to a group of listeners. Usually in the speech the audience is portrayed as an inactive receiver.

**Conclusion.** In fact, what is the real role of modern speech in the education system?

The formation of market economy relations, the development of a democratic and legal state requires a broad cultural outlook, retraining of personnel, self-improvement in the spirit of modern requirements.

In such a situation, what should be the role of lectures in educational institutions?

Do traditional lectures meet the needs of our students?

Today, dozens of interactive methods are used as teaching methods, as opposed to lectures, such as video and film, television, multimedia, debates and discussions, conversations, conferences, round tables, live magazines, role-playing games, and so on. The educator who gives the lecture imparts "live" knowledge to the students, i.e. he does not provide information or data on the topic, he acts as a scientist, the owner of his field, a propagandist speaker and an educator who fully feels the audience [6,7]. It should be noted that modern information and communication media can not replace the lecture, the scientific and educational features of science, the state of the audience, the psychological laws of cognition, the ability to process the information heard by the listener, the listener's worldview, feelings and beliefs. . Therefore, in the current context, the following features of the reports are increasing:

providing and transmitting information (information and data on the topic are provided directly);

- motivational (need for science, knowledge, confidence in theory and interest in the practical value of the subject);

- organizational - reference (reference to sources and textbooks, advice on the organization of independent learning);

- professional-educational (education in the spirit of professionalism, development of professional ethics and special skills);

- methodological (scientific methods of explanation, analysis, interpretation and prediction);

- Evaluating and developing (thinking, comprehending, reacting, developing evaluation skills).

At present, the information function of the report is losing its impact. This, of course, is due to the emergence of different sources of information through the use of information and communication tools. In this regard, the role of the methodological function of the lecture is growing as the need for guiding and independent learning increases. In view of the above, it is important for the speaker to take into account the function of the report in the planning of his speech, which determines the quality and effectiveness of the report [8, 9, 10].

In general, "What should modern lectures be {What is modern lecture}?" The answer to the question is as follows:

speech is a strongly memorable debate;

a lecture is a well-designed and undisputed decision or statement on a new or old issue;

lecture - interaction and exchange of views;

lecture - a combination of theory and personal experience;

lecture - a modern lecture is a very "flexible" form of teaching;

speech is a dialogue between those who know the subject well and want to know something;

lecture - a process of reading by a professional, which encourages a group of listeners to think, to think critically and actively on a problem, to think;

lecture - "live" speech, which can not be replaced by any means of communication, it is "live" communication.

That is why, many innovative pedagogical technologies today are associated with the use of interactive teaching methods. Some educators refer to interactive teaching methods as modern teaching and visual materials (multimedia and animated slides, presentation slides, handouts, lecture texts, models of technical aids, models, etc.) and modern technical means (computers, electronic boards, etc.). use, presenting lecture texts to the student in advance to ensure that the student is ready for the lesson. Of course this is not the right idea.

In short, the student cannot independently get the necessary and necessary information in the current information space, he can get lost, the lecture will guide him. However, the lecture should not be a "reading" of the subject material in the old traditional way. The modern lecture should be a transition from the "passive" method of previous teaching to the "active" method, the combination of practical work in the form of discussion, debate, conversation, discussion, that is, organized in an interactive way.

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