

PART-12

Washington University in St. Louis
Danforth Campus



Central Eurasian Studies Society

INTERNATIONAL SCIENTIFIC-ONLINE

**CONFERENCE
ON INNOVATION IN THE
MODERN EDUCATION SYSTEM**

WASHINGTON

2021



Central Eurasian Studies Society



**INNOVATION IN THE MODERN
EDUCATION SYSTEM**

Part 12

NOVEMBER 2021

COLLECTIONS OF SCIENTIFIC WORKS

Washington, USA
25th NOVEMBER 2021

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TECHNOLOGY OF LECTURE ORGANIZATION IN MODERN EDUCATION

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Abstract: *While in the modern educational environment, it remains to be seen that lectures are a leading form of organization of higher education, its intensive development, its form and content. The type, form, content, and functional role of the lecture, in turn, determine the interaction between the trainee and the trainee. The lecturer reads "live" information to students, that is, he does not provide information or information on the subject, he is a scientist, owner of his field, propagandist speaker and full-fledged audience.*

Keywords: *lecture, video and film, TV, multimedia, debate, discussions, conferences, educational and visual materials.*

One of the strategic directions in education today is the innovative activity of educational institutions. Every prospective specialist in higher education institutions understands the need for reforming the education system, and seeks to see and, most importantly, to take on the latest innovation in the innovative field, which is capable of realizing and realizing the importance of joining innovation processes in educational institutions. At the same time, it is appropriate to emphasize: "No one is indifferent to the fate of the growing generation. At the same time, higher education institutions are important. It is a sacred duty of each of us to train young people in such a way, to bring up their children, and to be careful in the independent country. One of the urgent tasks of this day is to bring the level of higher and secondary vocational education to the level of international standards, to determine the needs and demands of the national economy on the basis of scientific analysis and rational use of foreign experience". "The potential of science and education - wealth of the land" [1, 2].

The role of contemporary lectures in the education system is great, because the upbringing of the students depends on modern lectures.

Speech, speech, presentations - is a generally accepted method of providing information on the subject. In the lecture, systematically, theoretical material on the basis of a specific sequence is brought to the attention of the audience by the teacher. According to many indicators,

"transmission and transmission" is one of the most difficult methods. Data transmission and reporting in lecture form is one of the methods of teaching in the higher education system, which is a process related to the level of knowledge, skills, background and age of the learners and, in some cases, sex.

Classroom lecture - oral presentation of any academic or political material.

The lecture is a one-on-one presentation of the information on the subject by the speaker (one person) to the group of participants. Generally speaking, audience members are shown as inactive buyers [3, 4].

In fact, what is the true role of modern teaching in the education system?

The formation of the market economy, the development of a democratic and legal state requires a broader concept of world outlook, retraining of cadres, and perfection in the spirit of modernity. What should be the role of lecture sessions in educational institutions under these circumstances? Do traditional lectures cover the needs of young people?

Today, dozens of interactive teaching methods are used, such as video and film, television, multimedia, debate, talk, conferences, roundtables, oral magazines, roleboards, and so forth.

The lecturer reads "live" information to students, that is, he does not provide information or information on the subject, he is a scientist, owner of his field, propagandist speaker and full-fledged audience. It should be noted that modern information and communication tools can not replace the lectures, and can not ignore the scientific and educational features of the subject, the psychological laws of the learning, the ability to process the information heard by the listener, the audience's outlook, emotions and beliefs [5]. Therefore, in today's situation the following features of the lectures are increasing:

- transfer, transfer (direct information and information on the subject);
- motivation (need in science, knowledge, confidence in theory and interest in the practical significance of the topic being studied);
- instructional guidance (referral to source and teaching literature, independent work organization);
- professional education (professional education, professional ethics and development of special skills);
- methodological (scientific methods of explanation, analysis, interpretation and predetermination);

- evaluation and development (thinking, perception, response, assessment skills).

Nowadays, the reporting function of the report loses its influence. This, of course, is due to the appearance of various information sources by means of information and communication. In this regard, the role of the methodological function of the report increases with the need for guidance and independent learning. In the light of the above, it is important for the speaker to consider the function of the report as a priority for planning his report, and to define the quality and effectiveness of the report.

In general, the question "What is modern lecture?" Can be answered as follows:

the lecture - a memorable discussion, discussion;

the lecture is a well-descriptive and unambiguous decision and acknowledgment of new or old issues;

lecture - clear interaction, exchange of opinions;

lecture - a combination of theory and personal experience;

the lecture - the modern discourse should be very "flexible";

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

The lecture is a process that drives a critical and active thinking and thinking on any problem that drives a group of students to read during the study.

Speech – "live" speech, which can not be substituted by any means of communication, "Live" conversation. Contemporary lecture should take the "ineffective" approach of the previous teaching to the "active" method, the discussion should be arranged in interactive forms, in the form of discussion, discussion, discussion. That's why many innovative methods are currently being used to interact with teaching methods. Some teachers are interactive teaching methods, using modern teaching materials (multimedia and animation slides, handouts, lecture texts, modeling tools, models, etc.) and using modern technical tools (computers, electronic boards, etc.) students will be able to present their texts to the student and understand that the student will be prepared for the lesson. Of course, this is not a right idea.

Analysis of the types of lectures and the technology of the lecture

It is also important to define what the lecture is about when planning the lecture and to define the objectives of the lecture.

The lectures are divided into the following types of didactic tasks:

1. Introduction lecture. The aim of this lecture is to give students a general overview of science, to draw attention to them, to seek independent thinking and answers on questions. This report highlights organizational-reference and motivational functions.

2. The lecture on the subject. The report will demonstrate, analyze and summarize the findings of a particular problem or topic. In the planning of the report, it is necessary to pay more attention to organizational, reference and methodological functions.

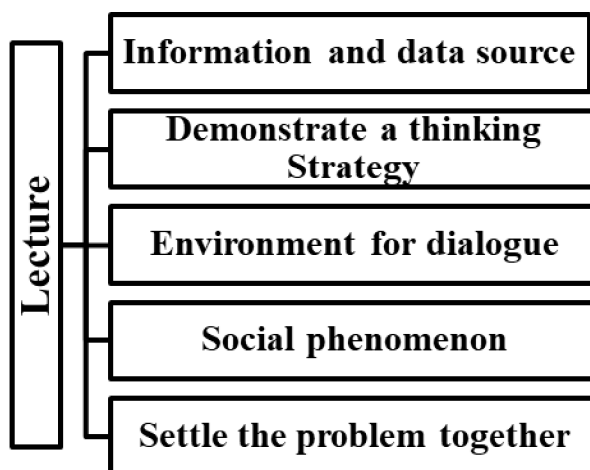
3. A summary or summary statement. The purpose of the lecture is to systematize the relationships and relationships between objects and situations, giving the core idea and essence of the material provided on the subjects during the semester in the shortest possible way.

The lectures can also be divided into the following types depending on the nature of the implementation of the superior functioning of the scheduling:

- information-analytical;
- immune;
- instructional - referral (or "master" - guidance, guidance);
- property-consultation;
- discussion-dialog;
- theoretical lecture.

Problem lecture reports are of particular interest in these types of lectures. At the same time, the speaker must first create a problematic situation, then give the essence and analysis of the problem, and explain his / her own views on the problem's solution.

In the United States today, a large number of applications are being applied in the panel discussion. There are several highly qualified experts who have their own vision and vision in solving their problems in debates and discussions in these lectures. In practice, lectures with a few lecturers are widely used in practice, with lectures that each speaker has in his or her own position (speaker, expert, critic, problem-maker, etc.). The lecture is a particular genre of this lecture, and the lecture is a social phenomenon. Nobel Prize winners will be featured in such lectures. However, in the course of the co-operation between the teacher and the student in the course of the learning process such lectures should allow the listeners to influence their personal feelings, develop their knowledge of the problem, create the basis for their understanding and clarification on the issue, and arouse their outlook and ideas.



Taking into account the diversity of contemporary lectures, it is possible to demonstrate the above mentioned features of the classroom model (Figure 1):

It should be noted that, in the modern educational environment, there is an intensive development of its types, form and content, while preserving that lectures are a leading form of organization of higher education. The type, form, content, and functional role of the lecture, in turn, determine the interaction between the trainee and the trainee.

Mini-lectures are “small”, very short lectures, with clear, basic questions on the subject and a short summary of the narratives. Such lectures are often preceded by practical activities before the beginning of scientific research.

Open lectures are lectures in the subject of a specific subject in the curriculum, as well as lectures in the lecture hall of professors, teachers, scholars and specialists who are interested in this topic and are invited to attend. The goal of the open lectures is to provide professor-teachers with the world-wide achievements and innovations in relevant science, technology and technology, and to provide them with the most effective use of modern pedagogical and information and communication technologies, thus enhancing the quality of education, competitiveness.

- The tasks of conducting open lectures include:
- The latest achievements and innovations in science;
- ensuring the participation of science, production and public participation in the quality of education;
- Promote advanced methodological developments;
- Increasing the professional skills of future and future teachers;
- Ensuring that professors and teachers with a high academic rank work on increasing their professional skills and increasing their responsibilities in the learning process;

Encouraging and awarding authors of the high level lecture.

Open lectures are usually made voluntary by experienced professors and teachers who have a prominent or academic school in their field, with academic degrees and titles.

Direct reading of the lecture is a mistake as an effective method of teaching, since a speaker is required to convey a large amount of information to the audience. As mentioned above, during the lecture, the performance of the lectures increases as the participant participates directly without being an active participant of the lecture, in some cases the level of information acquisition can range from 20% to 80%. For this, lectures should be widely used by interactive teaching methods based on innovative technology.

In short, the student does not have the necessary and necessary information in the field of information, he can mislead, the lecture will guide him. However, the lecture should not be merely a "learning" of the old traditional textbooks.

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