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TECHNOLOGICAL AND METHODOLOGICAL ASPECTS OF STRUCTURE OF A MODERN LECTURE CLASS

Improving the quality of higher pedagogical education is an urgent need and social demand of society, as emphasized in the Concept of Development of Pedagogical Education, the Strategy for the Development of Higher Education of Ukraine for 2022–2032, and the Standards and Recommendations for Ensuring the Quality of Higher Education in the European Space. These regulatory documents emphasize the importance of rethinking and updating traditional approaches to the forms and methods of organizing the educational process in higher education institutions. One of the key forms that is undergoing transformations in the context of modern educational needs and tasks is the lecture. For centuries, it has remained the main means of directly transmitting information from the teacher to the higher education student, serving as a key educational tool in the educational process. It has been proven that the technological and methodological aspects of constructing a lecture class are a central topic for reforming the higher education system. Attention to interactivity, digitalization, structure, a personal approach, and dialogicity ensures an increase in the quality of learning, in accordance with the requirements of modern society and standards of educational activity. The purpose of the article is to highlight the technological and methodological aspects and features of the design and application of lecture classes in the process of professional training of future teachers in the conditions of study at a pedagogical university. The article describes the main functions of a modern lecture, identifies the reasons for the urgent need to revise the functions and modernize the technological and methodological support of a lecture in a modern higher education institution, and identifies the directions of such modernization. The technological and methodological tools for designing and constructing modern lecture classes, which meet the current requirements of an innovative educational environment, are presented in detail. In particular, the principles of structuring lecture material, integrating modern technologies, and introducing interactive and personally oriented methods into the educational process are considered.

Key words: future teachers, professional training, higher education institution, lecture, functions, methods, technologies, educational process, technological and methodological aspects, design algorithm, innovative educational environment, technological and methodological tools.

Introduction and current state of the research problem. Innovative social development is a priority problem today. The driving force of such promising development is the education system as a defining civilizational construct, the determinant of whose functioning is the high-quality training of future specialists capable of creativity, self-development, and self-realization in constantly changing conditions. Such training must fully meet the demands of society and personal needs. That is why the content of the Strategy for the Development of Higher Education of Ukraine for 2022–2032, the Concept for the Development of Pedagogical Education in accordance with the Standards and Recommendations for Ensuring the Quality of Higher Education in the European Space directs higher pedagogical education institutions to search for ways to modernize the educational process, innovative forms, means, methods and technologies for its organization. These problems were investigated by A. Aleksyuk, V. Bykov, I. Bogdanova, A. Bogush, V. Bondar, V. Bocheliuk, I. Zyzun, V. Kremen, Z. Kurlyand, V. Lozova, V. Lugovy, N. Nychkalo, O. Savchenko, S. Sysoeva, G. Tarasenko, L. Khomych, and others. Scientists have investigated the possibilities of adapting lectures to the level of training of students, their interests and needs, and have revealed how the integration of communication skills, critical thinking

and teamwork into the content of lectures prepares students to solve the functions and tasks of professional activity.

I. Bekh, T. Holovachuk, I. Dychkivska, L. Zdanevych, M. Yevtukh, N. Kichuk, L. Kozak, Yu. Makhinova, V. Oliynyk, T. Osypova, R. Prima, H. Shevchenko, V. Yagodnikova and other domestic scientists are exploring the possibilities of revising and improving traditional forms and methods of organizing the educational process in higher education institutions, among which one of the oldest is the lecture. Scientists emphasize the need to introduce interactive methods, such as the case method, mental maps, discussion platforms, etc., which allow organizing a dialogue between participants in the educational process, activating the cognitive activity of students, and contributing to the development of their reflection and creativity. It has been proven that gamification elements increase students' motivation and engagement in educational activities, making the learning process more exciting and effective. At the same time, we emphasize that modern realities highlight the need to modernize and update the modern lecture. Understanding the significance of the chosen problem and its insufficient development in the modern pedagogical scientific space became the determining factors in choosing the topic of the proposed work.

The purpose of the article is to highlight the technological and methodological aspects and features of the

design and application of lecture classes in the process of professional training of future teachers in the conditions of study at a pedagogical university.

The objectives of the study are to highlight the main functions of a modern lecture and identify areas for modernization of technological and methodological support for lectures in a modern higher education institution.

Research methods: analysis of psychological and pedagogical, generalization of practical experience was used to highlight the theoretical and methodological foundations of organizing professional training for future teachers, synthesis, comparison, systematization of conceptual provisions – to determine and develop directions and ways to modernize the technological and methodological support of modern lecture classes in higher education institutions.

Results and discussion. The lecture as a cultural phenomenon appeared in Ancient Greece, developed in Ancient Rome and in the Middle Ages, especially with the emergence of the first institutions of higher education in Europe. In the Ukrainian Pedagogical Dictionary, a lecture (from the Latin *lectio* – reading) is defined as «a systematic, consistent presentation of educational material, any question, topic, section, subject, or scientific methods» (Honcharenko, 1997: 189).

The lecture forms an organic unity of the method and form of organization of the educational process. The first essential characteristic of its historical development was the «art of eloquence». Later, the lecture took on the meaning of direct, immediate transmission of information, which still exists today. It was from that time that the lecture as a pedagogical phenomenon acquired the significance of a collective form of organizing learning. Such primary significance necessitates a rethinking of the role, place, and functions of the lecture in the educational process of modern higher education institutions, since, as Academician A. Bogush points out, «the problem of modernizing the educational process of higher education in the modern educational space, which is carried out under the influence of globalization and European integration processes, requires the search for innovative approaches to solving theoretical, methodological, and methodological problems of the development of higher education, and the modernization of its content and forms in accordance with the latest domestic and global developments» (Bogush, 2017: 145). Indeed, in the conditions of the informatization of society, total computerization and the complete victory of Internet resources, which led to the powerful development of information and communication technologies, the information function of the lecture is losing its leading position. At the same time, as V. Lozova notes, its functions such as instructional, orientational, methodological, content-creating, developmental, and educational, on the contrary, are strengthened and acquire new meaning (Lozova, 2006).

Revisions and transformations of views on the lecture as a form of organizing the educational process in higher education are also facilitated by its main shortcomings,

which are carefully described in scientific and methodological literature and well known to practitioners, such as: audience passivity, low level of feedback, students' habituation to uncritical perception of the information offered by the lecturer, which inhibits the development of thinking and creativity, insufficient consideration of the individual characteristics of the listeners, ignoring their inclinations, focusing on the «average» pace of information perception, etc.

The response to these objective phenomena was:

– transformation of methodological approaches to the lecture (changing the knowledge paradigm to a competency-based, culturally appropriate one);

– awareness of the new tasks of a teacher in modern higher education, among which the leading ones are the preparation of a competitive competent professional capable of creativity, motivated for self-development and self-education, the application of acquired knowledge in solving newly emerging problems in constantly changing conditions, and not only for an adaptive attitude to socio-professional reality;

– search for new technologies for designing and conducting lectures;

– the emergence of new types of lectures (computerized lecture, lecture-heuristic conversation, lecture visualization, problem lecture, lecture-conference, lecture-consultation, web lecture, lecture-presentation, interactive lecture, electronic lecture, lecture-dialogue, video lecture, lecture-provocation, lecture-multimedia, video conference, binary lecture, lecture-webinar, etc.);

– inventing ways to strengthen the humanitarian essence of the lecture (the possibility of deploying information in a cultural and historical context, discovering its personal meanings as a system of values, own experience, views, judgments, thoughts of the teacher and students, many generations that preceded them; creating a single theoretical basis for a holistic vision of the world; producing a «living text» using metaphorical constructions, poetic tropes, artistic and poetic images, allegories, aphorisms, etc.);

– reducing the proportion of lecture (auditorium) classes in the educational process of a modern higher education institution.

Let us consider in more detail the algorithm for designing and conducting lecture classes in the process of professional training of future specialists in the field of preschool education in the conditions of studying at a pedagogical university.

Traditionally, three stages are distinguished in a lecture:

1) introductory (goal, task, brief description of the problem, definition of the range of issues to be considered, list of recommended literature, establishment of intra-subject and inter-subject connections, etc.);

2) main (exposure of facts, formulation of questions, argumentation, proof, solution of problematic issues, analysis of events, establishment of one's own position, connection with practice, reference to the field of knowledge used, etc.);

3) final (primary consolidation of new material, formulation of a conclusion, instructions for independent work, homework, methodological advice, answers to questions, summing up, etc.).

It is also advisable to highlight the universal structure of a lecture session, which contains the following elements: beginning, explanation of new material, initial consolidation of new material, control and feedback, conclusion.

The selection of methods and techniques that can be applied to each of the above elements depends on the idea, tasks, features of the educational material, the audience, the type of lecture, its place in the educational process in general and in the teaching of a specific academic discipline in particular, etc.

We present a technological toolkit for each of the basic elemental components of a lecture (beginning, explanation of new material, initial consolidation of new material, control, feedback, summary) and specify possible options for its application in each part of the lecture.

Thus, we suggest starting the introductory part (the structural element «beginning») with an epigraph, setting an attractive goal of the activity, appealing to the students' personal, quasi-professional, and professional experience, giving real-life examples, historical reference, suggesting a continuation of a famous quote, etc.

We note that the proposed algorithm for constructing a lecture class is universal, but it was created and tested specifically for the training of future teachers in a higher education institution, so we will illustrate the options for its application with examples of teaching the academic discipline «Pedagogy», which is a mandatory component of any pedagogical educational and professional programs for training higher education applicants with a bachelor's degree. Let us give an example of its technological and methodological content within the framework of teaching for the specialty 014.02 Secondary Education (Language and Foreign Literature (English)). The content of the discipline provides special training for future teachers in accordance with modern requirements of the professional standard. Its purpose is to provide basic theoretical and practical training for future teachers to perform qualified professional duties, to reveal the content of basic pedagogical phenomena and processes related to the organization of training and education of students of the appropriate levels.

Thus, in the process of studying the first topic at the introductory lecture *The Essence of Pedagogy as a Science. Main Categories of Pedagogy*, the features of pedagogy as a branch of pedagogical knowledge are highlighted, its object, subject and main tasks, main categories, applicants for higher pedagogical education discover the connections between pedagogy and other sciences, the significance, place and specificity of the course «Pedagogy» in the general cycle of professional disciplines are substantiated, the subject of knowledge of the course, its goals and educational tasks, and its place in the general process of professional training of a future teacher are determined.

Its important task was to stimulate students' interest in the subject and develop positive academic and professional motivation. To solve this problem, one of the techniques of the «communicative attack» method was used – «accurate quotes». Here are some of them:

– Study as if you constantly feel a lack of knowledge, and as if you constantly fear losing your knowledge (Confucius);

– A mind without education is no more capable of bringing a significant harvest than an uncultivated field, no matter how fertile it may be (Cicero);

– Every word of a teacher must carry goodness, justice, beauty – this is the essence of our teachings. There are no trifles in this matter. One of your words can destroy a child's faith in you as a teacher, confuse a child's soul (V. Sukhomlynsky);

– The skill of a teacher is not some special art that requires talent, but it is a specialty that must be learned, just as a doctor must be taught his skill, just as a musician must be taught (A. Makarenko).

The first lecture is conducted in the form of a problem conversation, as it involves relying on the previous experience of the students. In it, using basic and leading questions of a search nature, future teachers answer them based on their existing knowledge, stock of ideas, and their own experience. Among such questions, we offer the following: – For what? (definition of the goal – why it is necessary to study the academic discipline «Pedagogy»); – What? (formulation of its main content – what to teach to achieve the set goal); – How?, that is, how to organize the learning process to achieve the outlined goal and master the corresponding content.

The features of the academic discipline and inter-subject connections were determined by completing the tasks «Find the common ground», «Identify the differences». A significant and valuable result of the class was considered to be the formation of a positive attitude towards the perception of professional information, the increase in personal experience of its acquisition and appropriation (Knyazheva, 2014).

In the course of studying the topic «Directions of Education», in particular, the theoretical foundations of intellectual education were clarified, its tasks and content, methods and forms of intellectual education, the developmental and educational nature of classes, and the connection of intellectual education with other directions of education were determined. In the final part of the problem lecture, the «Meticulous Teacher» technique was used, when each participant had to compile an extensive list of questions, the search for answers to which allowed them to fully master the problem under consideration. Then an auction was held on the principle of «Who has more?». The future teacher whose questionnaire turned out to be the most detailed and whose questions were the most apt won. He was the one who received the right to start the next lecture with an express control using his own questionnaire, followed by an evaluation of the results of his performance by other students.

We suggest starting the final part of the lecture with a debriefing, during which students have the opportunity to evaluate its results. The consequences of reflection were highlighted by the following questions: «Which material turned out to be the most understandable, which one was not?», «What of what was heard today can be applied during pedagogical practice?», etc.

Another option for conducting a lecture is to accompany it with the gradual creation and/or explanation of the logical-semantic model created based on its materials. This includes the need for ranking, establishing semantic connections, hierarchical construction of educational material. Active participation of students in this process allows to significantly increase the effectiveness of cognitive activity (Koycheva, Knyazheva, 2017).

During the binary lecture Formation of leadership qualities of future teachers, a teacher of the academic discipline «Psychology» was invited. Students were asked to determine, based on the analysis of the proposed video fragments, the types of leadership according to V. Stone and the styles of leadership (leader, leader, situational leader) and management (authoritarian, democratic, neutral, participatory). They were supposed to prove the necessity of using in the work of a teacher the knowledge acquired in the process of studying psychological and pedagogical disciplines. Reflection provided an opportunity to realize the methods that allowed to reach this or that result. After all, the method (as an experience of intellectual or professional activity) learned, realized by the future specialist due to the objectification of the content and logic of the construction of pedagogical activity, becomes the socio-cultural result that allows him to project his future professional activity.

Within the framework of the topic National and Patriotic Education of Students, a lecture session conducted using the «microteaching» method explored the essence of the concept of «national and patriotic education», modern methods and technologies of national and patriotic education of schoolchildren. Students argued that loyalty and devotion to universal human values are the basis of national-patriotic education, determined its features and formulated current problems, the importance of parents' pedagogical education, and formulated the conditions for optimal education in the family and school, the importance of the unity of their requirements.

Future teachers prepared their speeches, which in their structure corresponded to a lecture, but could not last more than 5–7 minutes. In order to initially consolidate new material and activate the activity of the students, it was necessary to formulate at least three questions on the topic of their speech. After all the speeches, the questions prepared by the future teachers were used again – during the «Non-stop» survey. Future teachers took turns answering questions, passing the floor to another speaker if they answered correctly. For students who were not present at the class, all the texts of the «micro-speech» and the questions for them were available on the cloud service in the «Teacher's Office» for review and processing.

Conclusions. Therefore, the gradual loss of the importance of the information function of a lecture, the need to transform its content, construction methods and delivery methods requires compliance with the following requirements for the selection and algorithm for using technological tools of a modern lecture: a democratic style of communication between a teacher and students, a subject-subject problem type of learning, replacing monologue with dialogue and (or) polylogue, activating and motivating the cognitive activity of future specialists in the field of preschool education, organizing their independent alternative-search activity, which required thinking, listening, integrating heard or found judgments, objectifying their own position regarding their content, independent search for information, formatting it in the form of a text and (or) a diagram, model and publishing the results of their activities, refusing to make mandatory notes of ready-made educational information, the need to make generalizations, conclusions, constant feedback (student-student, student-teacher, teacher-student, student-group of students, teacher-group of students), multi-channel transmission educational information.

The problems of individualization and differentiation in the organization of educational and introductory practice for future bachelor's degree teachers deserve further study.

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ТЕХНОЛОГО-МЕТОДИЧНІ АСПЕКТИ ПОБУДОВИ СУЧАСНОГО ЛЕКЦІЙНОГО ЗАНЯТТЯ

Підвищення якості вищої педагогічної освіти є нагальною потребою і соціальним запитом суспільства, про що підкреслюється в Концепції розвитку педагогічної освіти, Стратегії розвитку вищої освіти України на 2022–2032 роки, Стандартах і рекомендаціях щодо гарантії якості вищої освіти в європейському просторі. Ці нормативні документи акцентують увагу на важливості переосмислення й оновлення традиційних підходів до форм і методів організації освітнього процесу в закладах вищої освіти. Однією з ключових форм, яка зазнає трансформацій у контексті сучасних освітніх потреб і завдань, є лекція. Протягом століть вона залишалася основним засобом безпосереднього передання інформації від педагога до здобувача вищої освіти, виконуючи ключового освітнього інструменту в освітньому процесі. Доведено, що технологічно-методичні аспекти побудови лекційного заняття є центральною темою для реформування системи вищої освіти. Увага до інтерактивності, цифровізації, структурності, особистісного підходу та діалогічності забезпечує підвищення якості навчання, відповідно до вимог сучасного суспільства і стандартів освітньої діяльності. Метою статті є висвітлення технологічно-методичних аспектів й особливостей конструювання і застосування лекційних занять у процесі професійної підготовки майбутніх педагогів в умовах навчання в педагогічному університеті. У статті схарактеризовано основні функції сучасної лекції, визначено причини назрілої потреби ревізії функцій і модернізації технологічно-методичного забезпечення лекційного заняття у сучасному закладі вищої освіти, визначаються напрями такої модернізації. Детально представлено технологічно-методичний інструментарій для проектування та конструювання сучасних лекційних занять, який відповідає актуальним вимогам інноваційного освітнього середовища. Зокрема, розглянуто принципи структуризації лекційного матеріалу, інтеграції сучасних технологій упровадження інтерактивних і особистісно орієнтованих методів в освітній процес.

Ключові слова: майбутні педагоги, професійна підготовка, заклад вищої освіти, лекційне заняття, функції, методи, технології, освітній процес, технологічно-методичні аспекти, алгоритм конструювання, інноваційне освітнє середовище, технологічно-методичний інструментарій.