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ЛЕКЦИИ КАК ИННОВАЦИОННЫЕ ФОРМЫ ОБУЧЕНИЯ В ВЫСШЕМ ОБРАЗОВАНИИ

В статье рассматриваются психолого-педагогические условия интерактивного обучения, а именно лекции как инновационные формы в современном образовании. В результате использования мультимедийных средств обучения подтверждается, что они позволяют каждому студенту выбрать для себя оптимальную траекторию изучения материала.

Ключевые слова: высшее образование, лекция, интерактивное обучение, мультимедийные средства.

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INNOVATIVE LECTURES AS MAIN FORMS OF HIGHER EDUCATION

The article is dealt with psychological and pedagogical conditions of interactive learning namely innovative lectures as modern usage in education nowadays. As a result, multimedia tools prove the fact that each student can choose for himself the optimal trajectory of studying the material.

Keywords: high education, lecture, interactive teaching, multimedia methods.

Types of lectures differ nowadays and they depend on various conditions of educational training. Taking into consideration psychological and pedagogical

conditions of interactive learning it is important to notice that the task of an educational institution for successful learning is to provide the conditions for an individual to achieve maximum success. Psychological and pedagogical conditions for the implementation of interactive learning include:

- the readiness of trainees for the type of training, the availability of necessary knowledge and skills;
- favorable psychological climate in the classroom, the desire to help each other;
- encouraging initiative;
- individual approach to each student;
- availability of all necessary training facilities.

Interactive learning technologies are divided into individual and group ones. Individuals include training and the implementation of practical tasks. Group interactive methods are divided into 3 subgroups:

1. Discussion – discussions, debates, brainstorming, case studies, situation analysis, project development.
2. Gaming – business, role-playing, didactic and other games, interviews, playing situations, staging.
3. Training methods – psychotechnical games, all kinds of trainings.

Interactive forms and teaching methods can be distinguished as selecting interactive forms of training for classes, the teacher must take into account the conformity of the method, topic, goals and objectives of the training; group features, age and intellectual abilities of students; time frame classes; teacher's experience; the logic of the educational process [1; p. 79].

The main organizational form of training, aimed at the primary mastery of knowledge, is a lecture. The main purpose of the lecture is to provide a theoretical basis for learning, to develop an interest in learning activities and a particular academic discipline, to form reference points for students to work independently on the course. A traditional lecture has undoubted advantages not only as a way of

delivering information, but also as a method of an emotional impact of a teacher on students, increasing their cognitive activity. This is achieved through the pedagogical skills of the lecturer, his high speech culture and oratory. A teacher's high performance during a lecture will be achieved only when it takes into account the psychology of the audience, patterns of perception, attention, thinking, and emotional processes of students.

The variety in the selection and construction of the material and methods of presentation of the lecture material is determined not only by the features of the scientific discipline, but also by the profile of the university, faculty, department. The method of lecturing depends on the stage of studying the subject and the level of general training of students, the form of its conduct depends on the nature of the topic and the content of the material [3; p. 330].

Teachers identify three main types of lectures used in full-time education for the transfer of theoretical material: an introductory lecture, an information lecture and a review lecture. Depending on the subject of the studied discipline and didactic goals, such lecture forms as problem lecture, lecture-visualization, lecture-press conference, lecture with pre-planned errors, etc.

In distance education, traditional lectures are practically not a real form of organization of educational activities due to the distance of teachers and students, the distributed nature of study groups, etc. To study the theoretical material, obviously, other technologies should be used that take into account the specifics of distance learning. At the same time, the quality of mastering theoretical material, which is not inferior to that achieved when lecturing in the conditions of full-time study, can be achieved by creating computer-based training programs and using telecommunications in the educational process.

In addition to traditional lectures, the following types of lectures can be distinguished as the main technologies used for organizing the study of theoretical material in distance learning.

In the case, the video lecture of the teacher is recorded on videotape. The method of nonlinear editing can be supplemented by multimedia applications illustrating the presentation of the lecture. Such additions not only enrich the content of the lecture, but also make its presentation more lively and attractive to students. The video lecture can be broadcast through telecommunications to training centers directly from the university. Such lectures are no different from traditional lectures in the audience. The disadvantage of this technology is its high cost. In addition, a higher education institution conducting a learning process and peripheral training centers may be geographically widely separated in time zones. Therefore, it is advisable to use such lectures in the absence of teaching materials on new courses or in the case when any sections of the course set out in the methodological manuals are hopelessly outdated, or some particularly difficult sections of the course require methodical processing by the teacher [2; p. 300].

Multimedia lectures are widely used for independent work of students. For independent work on lecture materials, students use interactive computer tutorials. These are textbooks in which the theoretical material through the use of multimedia tools is structured so that each student can choose for themselves the optimal trajectory of studying the material, a convenient pace of work on the course and a method of learning that best suits the psycho-physiological characteristics of his perception.

Traditional lectures at distance learning may not be, if the academic discipline is well provided with teaching materials. In this case, the main task of the teacher is to support the process of self-mastering primary knowledge by students, for which all known forms of learning activities can be involved: mandatory thematic consultations, self-control, work with multimedia courses.

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