

Pedagogical Issues of Organizing Student Independent Work in the Lecture

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Abstract

The organization of the student's independent work is one of the most interesting problems from the sociological, psychological, and pedagogical point of view at the present stage. Therefore, I consider it appropriate to pay attention to some problematic issues and their solutions, and the article is dedicated to the study of those solutions.

The purpose of the research is to analyze the development characteristics of students in higher education schools and develop training methods in this direction by determining the role of independent work for its development. The following research methods were used during the research: analysis of psychological and pedagogical literature, observation, experiment, psychodiagnostic methods, qualitative and quantitative analysis of the research results. Literature analysis is an important method in researching the relevant problem.

The main novelty of the research is to train highly qualified specialists and scientific-pedagogical personnel who have creative tendencies, are ready to constantly improve their education and make innovations, taking into account the needs of society and the labor market. The implementation of this task, which may seem simple at first glance, is actually quite complicated. However, experience has shown that even if they participate in professional development courses every five years, very few personnel trained with such technology can independently increase their scientific-pedagogical and professional levels in their future activities. It is clear from the results of this pedagogical research that the main reason for this is that they do not have the habit of acquiring knowledge independently. In modern times, theoretical and practical science is developing, updating and changing very rapidly. Even in a number of cases, some scientific results included in the textbook are quickly replaced by new ones, there is a need to change the textbook, or some of the considerations that have just received a life license become obsolete before they are included in the textbooks and lecture courses.

Keywords: student, lecture, independent work, pedagogy, theoretical and practical foundations

Педагогічні питання організації самостійної роботи студента на лекції

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Анотація

Організація самостійної роботи студента є однією з найцікавіших з соціологічної, психолого-педагогічної точки зору проблем на сучасному етапі. Тому вважаю за доцільне звернути увагу на деякі проблемні питання та їх вирішення, дослідженню яких і присвячена стаття.

Мета дослідження – проаналізувати особливості розвитку студентів вищої школи та розробити методику навчання в цьому напрямі шляхом визначення ролі самостійної роботи для її розвитку. Під час дослідження були використані такі методи дослідження: аналіз психолого-педагогічної літератури, спостереження, експеримент, методи психодіагностики, якісний та кількісний аналіз результатів дослідження. Важливим методом у дослідженні відповідної проблеми є аналіз літератури.

Основною новизною дослідження є підготовка висококваліфікованих спеціалістів та науково-педагогічних кадрів, які мають творчі нахили, готові постійно вдосконалювати свою освіту та впроваджувати інновації з урахуванням потреб суспільства та ринку праці. Реалізація цього, на перший погляд, простого завдання насправді досить складна. Проте досвід показує, що навіть якщо вони кожні п'ять років проходять курси підвищення кваліфікації, дуже небагато кадрів, навчених такою технологією, можуть самостійно підвищити свій науково-педагогічний та професійний рівень у своїй майбутній діяльності. З результатів цього педагогічного дослідження стає зрозуміло, що головною причиною цього є відсутність у них звички здобувати знання самостійно. У сучасний час теоретична і практична наука дуже швидко розвивається, оновлюється і змінюється. Навіть у ряді випадків деякі наукові результати, включені до підручника, швидко замінюються новими, виникає необхідність змінити підручник або деякі міркування, які щойно отримали довічну ліцензію, застарівають до того, як вони включені в підручники та курси лекцій.

Ключові слова: студент, лекція, самостійна робота, педагогіка, теоретичні та практичні основи

Introduction.

In modern times, the training of highly qualified specialists and scientific-pedagogical personnel is approached from this direction, and a new quality requirement is placed in front of their preparation - the requirement to transform the student from an object of education that passively absorbs knowledge into a subject that is an active creator of knowledge. Thus, a modern student should be able to formulate a certain scientific problem, research and find ways to solve it, determine the result and prove its correctness.

Therefore, the technology of ready transfer of knowledge to a new generation should be replaced by the technology of enabling learners to acquire knowledge independently. Educators consider such a change in the technology of imparting knowledge to a new generation as a transition from a training paradigm to an educational paradigm: this is the demand for higher education of the modern era. Such setting of the issue requires recognition that student independent work has become one of the main components of the educational process in higher education.

Increasing the student's independence in the teaching process increases the possibilities of individual work in training, taking into account the wider use of interactive methods in the acquisition of knowledge, the development of the student's creative abilities, his demands and opportunities. Here we are talking about increasing student independent work in the educational process.

The purpose of the research is to analyze the development characteristics of students in higher education schools and develop training methods in this direction by determining the role of independent work for its development.

Analysis of the latest relevant research and publications.

This study is based on sources written by various authors, such as "Monitoring student retention in the Open University" by A. Ashby (2004); "Scientific and technical revolution and teacher training" by Ahmadov (1978); "Computer technologies in higher education" by Ahmadov (2016); "Study on the model for character education and the operation of virtue training in character development education for university students" by Han (2015); "New information and communication technologies in education: problems, priorities" by Qandilov (Gandilov, & Aliyev, 2013); "Opportunities and ways of student independent work in higher education" by Mahmudova (2005); "Towards a Theory of Independent Learning and Teaching" by Moore (1973) and others have been studied.

Results of the research.

In general, in the pedagogical literature, the concept of "independent work of students" is explained in a narrow and broad sense. In a narrow sense, the student's independent work is reading and reviewing sources,

textbooks, additional literature, lecture notes, seminars, and literature used in preparation for the exam, and in a broad sense, understanding what is covered in the curriculum, the materials given in the exercises, the formation and strengthening of trust and conviction in public affairs, among the population it is understood as the promotion of knowledge and so on. Based on our research and observations, including research conducted in this direction, we can say that the independent work of students is organized by teachers and is a pedagogical process that incites students to study independently, to work, action, expression independent thoughts and opinions, creative business and so on. In essence, the organization of independent work in higher school serves to strengthen the independent learning activity of students. The analysis of study plans shows that the number of hours of lecture classes in higher schools is gradually decreasing and, accordingly, the amount of theoretical knowledge provided is also decreasing. (Roger, & Johnson, 2008).

The world's leading university the number of hours of classroom training in their schools is also small. The goal here is to prevent students from being overloaded in lecture classes and to create conditions for students to acquire independent knowledge. During our research in higher schools, it was determined that there are many shortcomings in the organization of student independent work. For example, in order to acquire knowledge during lecture sessions, it is necessary to at least understand and creatively grasp the teaching material. In reality, in most cases, especially undergrads, they are content with memorizing the lecture. (Moore, 1973, p. 663).

Teachers do not pay attention to this subtle point, they overestimate the material they give to students. However, experience shows that despite the existence of the program, teachers often violate the requirements of intra-subject and inter-subject communication, consistency and succession principles. When the internal logical connections are weak, the student has fewer opportunities to remember this knowledge. Such a tendency is especially dangerous when studying subjects that require fundamental training. (Ahmadov, 1978, p. 21).

The independent work of students, both in the auditorium and outside the auditorium, interacts with each other. Sometimes a mistake made in the audience has a negative impact on the quality of the student's independent work outside the audience. For example, despite the fact that half of the classroom hours are allocated to classes outside the classroom in the educational standards, this norm is rarely followed. The number and volume of assignments for classes outside the auditorium are usually determined by the department and teachers. (Gandilov, 2013, p. 60). It should be noted with regret that when preparing these materials, the principle of "the more and more difficult, the better" is more often referred to, the degree of difficulty of the given task and the time required for its preparation are not always determined correctly. In

most cases, this is the student's formal performance of homework assignments, transfer from a friend, etc. results in As you can see, any careless "pedagogical approach" not only has a negative effect on the student's ability to perform independent work creatively, but also leads to formal performance of independent work, turning it into a pedagogically insignificant task. Teachers should pay special attention to these points to improve the quality of student independent work both in the audience and outside the audience. (Ashby, 2004, p. 67).

The organization of the student's independent work begins with the lecture session. That is, a university student starts independent work for the first time in a lecture class. For this reason, the article will focus on some pedagogical issues of organizing student independent work during the lecture. The lecture is considered as the main form of organization of training in the higher school and at the same time as an active method of training. In practice, informative, confidence-building and conviction-forming forms of lectures, directing students to independent work, as well as problematic lectures, dialogue-lectures, etc., are used.

Unfortunately, during the research conducted in higher schools, it was determined that the number of those who approach the lecture as a means of independent learning is very small. So, "what do you see as the main role and importance of the lecture?" to the question, 75% of the respondents in "consistent interpretation of the program material" and "giving information in accordance with the program", only 25% in "developing the cognitive activity and strengthening the logic of the student" in "understanding the life potential of science" in "explaining the possibilities and ways of independent acquisition of knowledge" have given their answers. However, lecture classes have wide opportunities in terms of organizing the student's independent work. To prove our point, let's pay attention to the forms of lectures that we encounter in universities in terms of the study of advanced practice:

1. Pre-reviewed lecture. The lecturer reviews the topic using the textbook or supplementary literature. During the lesson, without any improvisation, he simply reads that review. In such a lecture, both the facts and the conditions become old. Of course, such a lecture does not encourage the student to work independently.

2. Lecture based on theses. When preparing for the lecture, the lecturer groups the ideas he will say and defines the thesis of the text. Of course, this is based on memory, not a large text. Such a lecture is more important than the previous form, but does not attract attention with its comprehensiveness, scientific analysis of facts. Where to create a problem situation, where to give space for discussion, where to use an interactive method, etc. points that create activity are not in place, or are completely forgotten.

3. Lecture preferred over dialogue with the student. The lecturer gets acquainted with the relevant literature

in detail, studies them, prepares a comprehensive lecture text or summarizes it for comment. Prepares the plan of the lecture, shows the used literature, determines the list of recommended literature for student preparation. Prepares diagrams, charts, slides accompanying the lecture text. Prepares thought-provoking questions. Determines points for connection with other subjects of the subject, as well as with other sciences and specifies the content, etc. The lecturer interprets the prepared text according to its plan and theses with fluent, smooth, clear speech, logical connection, scientific analysis of facts, turns students into active participants of the lecture, makes them think, often engages in dialogue with students, solves the problem together, summarizes thoughts and draws conclusions. Thus, high-level training is obtained not only from a rational point of view, but also from an emotional point of view.

4. Lecture based on questions and answers. The teacher presents the text of the lecture to the students in advance, and the time of the lecture is announced to the students. During the lecture, the teacher conveys the content of the lecture to the students in a clear, fluent, clear speech, with logical connection, and the scientific analysis of the facts. Then the students ask questions to the teacher. He does not answer the questions directly, he enters into a dialogue with the student, creates conditions for the student to solve the problem, involves them in the process of search or partial search, allows students to enter into discussion in the audience. As a result, it turns students into active participants of the lecture, makes them think and solves the problem together. Such lectures are distinguished by the cognitive activity of the student.

As a whole, lectures that make students think, solve problems with their participation, and arouse emotions are listened to more carefully and with more interest. Collecting material and preparing text alone is not enough for the lecturer. When the lecturer has a high speech culture, uses the richness of the language, gestures and facial expressions, demonstrates visibility by closely connecting it with the topic, waits for the pace of the lecture, the lecture is not just a transmitter of collected materials, but a writer of ideas and opinions with confidence and evidence. (Ahmadov, 2016, 38) Students try to pay attention to every idea of an innovative scientist-teacher, who predicts the development of science, learn from him and carry out his advice and assignments with great confidence - as a result, they acquire active independent thinking and are able to cope with independent tasks properly. (Sedykh, 2013, p. 7)

The main requirements of the system we presented were:

1. Create a problem and ask questions from the beginning of the lectures.

2. Information and information should be based on basic concepts. Leave it to the students to find the missing parts, the unspoken information.

3. Attention should be paid to students' activity when referring to facts and examples when solving problems. Their thoughts and opinions should be included in the commentary and everyone should express their opinion on it, and the teacher himself should summarize the truth.

4. Schemes, graphs, slides and other technical means should be used during the lecture.

5. Use methods such as debate, brainstorming, group work, business games, etc. to increase students' cognitive activity during the interpretation of the topic.

6. The students should be given the necessary tasks to prepare abstracts, familiarize themselves with the literature, etc.

Taking into account the requirements we presented, the lecturers witnessed the increase in the number of students interested in independent thinking and independent work in the lectures they gave to the course students.

At the end of the course, we held discussions on various topics in order to determine how successful the experiment was in the groups conducted according to the methodology we offered the lectures. Let's focus on one of them. According to the program, the first topic included the question "Interaction of pedagogy with other sciences". A discussion was held with the students on that question.

In the study groups where the lecture was conducted based on traditional teaching practice, students listed the sciences with which pedagogy interacts. Several students also showed the reasons why pedagogy is related to psychology, biology, philosophy, sociology. However, they could not go beyond the information given in the lecture and textbook, and the answers did not include personal attitude and practical knowledge, but were an expression of what they had learned from the given materials. But in the groups of lecturers who worked with the proposed methodology, they stated that pedagogy was related to several sciences (for example, cosmography, ecology, demography, culturology, theology, etc.) that the teacher did not mention, and they tried to prove this with their personal claims in addition to the literature they read. They presented the scheme of sciences with which pedagogy interacts and tried to prove to what extent and why these sciences are related in the scheme, but also tended to express their own attitude to each rather than a template. (Han, 2015, 450).

Apparently, the lecture can also prepare the students to be active in the seminar and laboratory exercises. While conducting a pedagogical experiment in higher schools, it was determined that the teacher can achieve the activity of students in independent intellectual or social and other fields of activity, that he builds and develops his activity consistently on 5 main components in the educational process. Those components are: knowledge,

skill, habit, attitude-communication, creativity in action. Knowledge, skill, habit are long accepted pedagogical concepts. However, strange as it may seem, the creative components in relation-communication and action have not attracted attention as active concepts in the pedagogical literature, although they are unequivocally appreciated by researchers and scientific educators.

However, the pedagogical process is manifested in interpersonal relations and communication, and it is embodied in the background of the subject's influence on the subject or intersubjective relations. Dozens of students listen to a teacher giving a lecture, and not only his words, but also the tone of his voice, smile, and look shape the relationship and communication with the listeners. Sympathetic, respectful relationship between teacher and student, communication of mutual understanding creates love for the lecturer's lessons, words, and the course conducted by the student. Thus, the lecturer has a psychological effect on the student with methodical tasks and requirements, as well as with his personal example.

Conclusions.

From what has been said, it is clear that the lecture plays an initial role in the organization of the student's independent work. In other words, the organization of the student's independent work begins in the lecture session, continues in seminars and practical sessions, and through forms outside the auditorium. A logic is clear here: the more efficiently the student's independent work is organized in the lecture session, the higher the efficiency of the student's subsequent cognitive activity. Such setting of the issue increases the importance of lecture sessions in the organization of student independent work.

Our conclusion is also that it is important to pay attention to one point. During the lecture, it should be monitored how he mastered the materials given to the students in the audience. Of course, using various (for example, dialog) methods for this, it is possible to determine how the student assimilates the information at the moment the teacher gives a lecture. At this time, students can be asked questions in two directions: a) questions asked by the teacher in relation to the issue that the teacher said some time ago in the lecture; b) creative questions. While the student is answering the questions, the teacher can observe how the student mastered the given issues on the one hand, and determine whether the student is able to approach the issue creatively or not on the other hand. At such moments, experienced teachers usually create a problem situation and try to solve the problem together with the students. If the students are unable to solve the problem, he helps them to some extent, creates conditions so that in the end the students solve the problem "by themselves".

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