

THE ROLE OF MODERN TEACHING TECHNOLOGIES IN THE PROCESS OF LECTURING

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Annotation. The article is devoted to the analysis of the lecturing process at modern university for EFL courses. The content of the article discusses the classifications of lecture types, as well as suggests some helpful tips that can be explicable during the lessons. Seven types of lectures are observed; their peculiar features are explicitly outlined. The material of the article can be interesting for the teachers who deal with lectures.

Key words: lecture, interactive methods, expository, communicative act, synopsis, visual backups, handouts.

ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARNING MA'RUZA O'QISHDAGI O'RNI

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Annotatsiya. Maqola zamonaviy oliy ta'limda til mutaxassisliklariga taalluqli ma'ruza jarayonini tahlil qilishga bag'ishlangan. Maqolada ma'ruza turlari, shuningdek, ma'ruza o'qiyotganda qo'llanilishi mumkin bo'lgan foydali tavsiyalar keltirilgan. Yetti turdagi ma'ruza turlari ko'rib chiqiladi, shuningdek, ularning o'ziga xos xususiyatlari ko'rsatilgan. Maqolaning materiali ma'ruza o'qiyotgan o'qituvchilar uchun qiziqarli bo'lishi mumkin.

Kalit so'zlar: ma'ruza, interfaol usullar, tushuntirish, kommunikativ akt, konspekt, ko'rgazmali qurollar, tarqatma material.

РОЛЬ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ЧТЕНИИ ЛЕКЦИЙ

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Аннотация. Статья посвящена анализу лекционного процесса в современной высшей школе применимо к языковым специальностям. В статье приводятся типы лекций, а также полезные рекомендации, которые могут быть применимы при чтении лекций. Рассмотрены семь типов лекций, а также представлены их специфические характеристики. Материал статьи может представлять интерес для преподавателей, ведущих лекционные занятия.

Ключевые слова: лекция, интерактивные методы, пояснительный, коммуникативный акт, конспект, визуальные средства, раздаточный материал.

Introduction. Nowadays a special emphasis is placed on the process of teaching and learning foreign languages. It is justified mostly by the contemporary holistic globalization and integration of our republic into all economic, political, and cultural processes. Besides, this problem is under serious attention of our government: many important resolutions were adopted in this sphere during the years of independence. Therefore, it resulted into extensive studies and practical applications of development of the foreign language teaching process in Uzbekistan. However, mostly these innovations deal with practical lessons that is rather explicable: we are aspired to develop practical language skills, like listening, reading, writing, and speaking, first of all. On the other hand, we have many specialties, which demand applying not only practical lessons, but also conducting the lectures and seminars as well. New emphasis on priorities in language policies conditioned the necessity to conduct lectures in foreign languages. Moreover, teachers who present their lessons in a foreign language are sure to get bonuses in payment, which is certainly a good motivation for them to organize their class activities using only foreign language. However, the organization of a lesson, especially lecture, in a foreign language does not only mean to speak fluently that language. Recently, the active involvement of Content-based approach broadens the perspectives of practicing a foreign language and learn relevant

information about the subject.

Types of lectures. It is well-known that the role of a lecturer is crucial in keeping students engaged and actively listening to the topic in hand. But, to begin with, it would be better to consider the types of lecture itself. Among multitudinous variations of lecture categorizations we can suggest the following one:

1) Formal lecture. A formal lecture is the most common teaching method. A professor teaches in front of a large group of students. These formal lectures mostly aim at transferring information. Students are expected to take personal notes in addition to the course text, slides or transparencies. Most of the time, the interaction between professor and students in such a formal lecture is rather limited, even though there are professors who openly invite students to comment and react. [1]

2) Problem-solving. Begins with the instructor pointing a question, paradox, or enigma – some provocative problem that whets student's interest: "What would happen if...?"

3) Suspenseful answer. Unfolds during the class period with the students actively or passively anticipating or pointing toward solution.

4) Case Study Method. Follows a realistic situation step by step to illustrate a general principle or problem-solving strategy. Either the instructor or students take on the task of generating questions and principles.

5) Interactive. Starts with a brainstorming activity where the students provide answers to a knowledge prompt such as: "What do you know about army ants?" Working with the class, the instructor categorizes the info, and the lecture strategically works through the items, adding info, as needed.

6) Expository. The traditional lecture that treats a single question or problem, typically with a hierarchical organization of major and minor points. This approach allows you to present broad concepts and factual information efficiently but runs the risk of reducing students to passive spectators.

7) 2 lectures 1 discussion. Lecture/Discussion/Lecture pattern. The lectures are usually short and to the point with the discussions providing opportunity for synthesis and analysis of the lecture material. This lecture type encourages more participation from the students. In larger classes, the discussion may be organized within smaller groups or trios. [2]

Douglas D. Dankel II in his presentation "Lecture Planning & Lecturing" discusses the following types:

- Informal oral essay - persuasive
- Expository - explain what and why
- Provocative - challenge and question assumptions
- Demonstration - how to
- Lecture - discussion [3]

In this work he also tries to answer an important question: why we need lecture in the educational process. He concludes that lectures help to introduce new material, build a rationale for the importance of the subject or discipline, summarize material from multiple sources, demonstrate how inquiry is conducted within a field or discipline, clarify difficult concepts, help students identify what is important, motivate by demonstrating the lecturer's enthusiasm for the subject, etc.

In general, students capture only 20–40 percent of a lecture's main ideas in their notes. [4, p.72] Without reviewing the lecture material, students remember less than 10 percent after three weeks. [5, p.40] All instructors hope that their lectures will be the exception, but these numbers present a clear challenge: How can we guarantee that students learn and remember what we teach? How do we create and deliver lectures that stay with students long past the last few minutes of class?

In the situation of higher education, the system author-text-addressee framed with "the communicative approach is transformed into the triad lector-lecture-students that supposes the appeal to main units of communicative linguistics, primarily to the communicative event and communicative act". [6, p.82]

Mariatte Denman in her article "How to Create Memorable Lectures" summarized quick and easy ideas for better lecturing:

- Provide students with a framework for each lecture
- Aim for three to five main points in each lecture.
- Begin the lecture with a high-level question that the upcoming information can answer.
- Prepare a handout of the lecture's main points.

- During lecture, be explicit about what students should focus on. [7, p.4]

But the most interesting approach to this issue was proposed by Kimberly Tanner. The researcher expands three fundamental activities (planning, monitoring and evaluation) into a set of questions that students can use to begin to develop this awareness of themselves as learners. She proposes planning, monitoring and evaluation questions for three central learning activities; a class session, an active learning activity or homework assignment, and a quiz or exam, plus a set of questions about the course overall. According to her conclusion, the following questions should be put before each lesson:

How have I prepared for class today? Have this question on a PowerPoint slide as students arrive in class. Ask them to write the answer in their notes. Comments could include, “I did the reading.” “I know what we’re covering in class today and have some ideas about it.” “I was in class last period.” Then show this question: What’s the best way for me to prepare for a class like this one? You might solicit some suggestions and then challenge students to try coming to class better prepared or to use a different preparation method to see if it makes the material easier to understand.

What questions do I have? Ask students to write questions in their notes as the material is presented in class. Writing the questions shouldn’t prevent them from asking questions but lots of students have questions that they never ask or write down. At the end of the period, have students circle the questions in their notes that they still can’t answer. They could ask someone sitting next to them one of those questions or see if they can find answer in the text. You could begin the next session by asking for any questions that students still can’t answer and you might solicit a couple of examples of questions they can now answer.

Why did I miss those exam questions? As part of the exam debrief, have students circle or list three exam questions they missed and then have them share in writing (on the test or in a note to you) why they think they missed those questions. You’ll likely get comments like, “I wasn’t in class the day this material was covered.” “I didn’t think there’d be a question about this on the test.” “I didn’t understand the question.” “I couldn’t remember how to do the problem.” “I didn’t read the material carefully.” Then give them this follow-up question: What do I need to do to avoid missing questions like these on the next exam? [8, p.113-120]

Basing on the approaches presented in the abovementioned works, the following recommendations for creation of a qualitative lecture can be outlined:

Engage from the beginning:

- Focus attention early on using a quote, a dramatic visual, an anecdote, or other material relevant to the topic.

- Integrate visuals, multimedia, discussion, active learning strategies, small-group techniques, and peer instruction.

- Link new material to students’ prior knowledge, such as common experiences or previous coursework. Can what you are teaching explain a phenomenon that students may have wondered about? Does what you are teaching contradict ideas that students may have about how the world works?

- Show enthusiasm for the topic and information. Remember, you are modeling your discipline.

- Give students time to think and genuine opportunities to respond.

- Plan for diverse learners. Use verbal, visual, and kinesthetic approaches such as hands-on exercises and simulations. [9]

- The audience’s attention span tends to wane as a lecture moves on; for most people, attention tends to decrease considerably after 15-20 minutes. [10, p.32] This should be taken into consideration: the lecturer can make breaks every ten minutes by asking students their opinion about the information given before.

- Manage your time. All of the parts of the lecture should be considered before. You should also suppose how much time you may need for questions-answers part.

Use visual backups and supports.

Audiovisual aids augment your presentation-and can help facilitate learning by providing the audience with additional supports, cues, and examples of what is being discussed. The key with any audiovisual aid-drawings, graphics, videos, PowerPoint slides, clips, or even writing on the chalkboard-is to keep it simple, clear, relevant, and uncluttered. [11] It is also possible to use free-download video resources for this purpose. We can suggest exploiting sites like “Youtube”. This is not

surprising yet that nowadays there are many helpful reels containing important information, which may concern the topic of the lecture. Besides, it is a good chance for the lector to 'take a breather' and pass to the next part of the lecture. Structurally, it is more convenient to begin with presenting the key concepts of the topic, give the definitions of the dominant terminology, and after that you can show a 5-10 minutes length video with the explanation of some relative terms or concepts, or illustrating the given definitions with the examples. Such kind of "changeover" will also help students to be more concentrated.

Handouts:

- If you give out copies of your lecture slides or notes, go out of your way to make sure students are actively engaging with the material. Use the note-taking time you have saved to build in student participation and other active learning exercises.

- Handouts can be particularly effective for presenting complex data, detailed material, examples, and diagrams. Focus on material you think there is a good chance students will need to review, especially if they need to apply it in an assignment. [12]

Handouts are the essential part of any lecture. Even if you are going to lecture with the help of PowerPoint Presentation, it is possible to duplicate some crucial moments comprehensively for more detailed synopsis. The synopsis is also an important part of a lecture. The brief notes of the lecture essence will help students to revise the given information further. One effective practice is to have the students write down one or two key points from the lecture and one or two questions that they still have about the material, and hand these to the lector before they leave class. This provides the teacher with a «snapshot» of what the students learned-or did not learn-that can be used to set the foundation for future lectures and course material.

Conclusion. Summing up the discussed theories, it is necessary to mention that the process of lecturing is rather complicated and considering the modern reality we should change our educational paradigm not only in the direction of developing practical skills, but also mastering the type of thinking as well as material feed. The most important is to involve students into the lecturing process and change the attitude to the lection itself as nowadays this is a two-way process. Undoubtedly, the type of lection and applied activities depend on the subject and exact objectives the teacher exposes before. Moreover, this problem is very topical and needs further investigations.

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