Lectural and Seminar Lessons in Higher Educational Institutions From Congruence and Coherence Aspects

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Abstract

In this article, the issues of organizing lectures in higher educational institutions is discussed from congruence (horizontally) and coherence (vertically) aspects of the educational environment. The structure and methodological techniques of constructing lectures and the feedback of students in several universities to the different forms of lectures are deeply analyzed and discussed. According to conducted researches the author identified the criteria for evaluating the quality of the conducted lessons and developed methodological recommendations for trainers.

Keywords: pedagogical creativity, projecting, learning objectives, traditional form of teaching, non-traditional form of teaching, university lessons, educational objectives.

Introduction

The involvement of students in conscious professional and personal development in the educational environment when studying all the courses included in the university program, without exception, requires the creation of an incentive for cooperation between the teacher and the student. The effectiveness of both traditional and non-traditional forms of education in higher education institutions is achieved with equal attention to all subjects of the educational process, the use of a situational and environmental approach-not only at the macro, but also at the micro level; consistency, congruence and coherence (horizontally and vertically) of the educational environment.

As it is known, there are various organizational forms of training in higher education institutions: lectures, seminars, laboratory and practical classes, independent and research work of students, etc. In the arsenal of a modern high school teacher there are numerous means of transmitting information and teaching. The leading organizational form of training in congruence at the university is a lecture.

The lecture allows you to quickly update the educational material of the subject and lays the foundation for scientific knowledge. The lecture is a collective directed thinking of students and the teacher, and the main task of the teacher is to make this thinking active and fruitful.

Main body

A lecture on the congruence of teaching in higher education is a personal scientific and pedagogical creativity of a teacher in a particular field of knowledge. In universities, the teaching staff prepares for lectures not on the eve, but throughout their teaching activities, thereby projecting the learning objectives systematically.

Traditional forms of conducting university lectures are:

- introductory lecture,
- information lecture (monologue lecture)
Non-traditional forms of organization and lectures:

- overview lecture.

- problem-solution lecture
- lecture-visualization
- binary lecture (lecture two)
- lecture-conversation (dialogue with the audience)
- lecture-discussion
- lecture-conference
- lecture-consultation

Only a teacher who has achieved high proficiency is able to use a lecture with the coherence of education as a tool for multifunctional interaction with students, fully implement didactic objectives, skillfully combining the tactics and strategy of training. Based on the above, it is necessary to organize special training of future specialists, aimed at forming their speech competence. To implement this, it is important to solve the didactic task of developing the constructive and design abilities of future teachers of higher education institutions, developing their reflexive position when communicating the content of educational material to students.

The qualifications of a high school teacher are largely determined by the content and mastery of their lectures. *Verba Magistri* (teacher's word) is an important teacher's tool when presenting information in lectures. Through language and speech, images and concepts, knowledge and emotions, the concrete and the abstract are combined. Hence, it is obvious how much possession of the word, speech is necessary for the teacher in his pedagogical activity.

University practice shows that the communicative competence of the teacher is important in the organization of forms of education. *Direct verbal* (not through audiovisual means) presentation of the material activates the perception of students, establishes a live connection between the audience and the teacher, allows him to simultaneously observe the audience. Therefore, when preparing for a lecture, it is necessary to take into account not only the informational beginning and the impact on consciousness, but also its emotional impact on the feelings of students, which can be exerted, first of all, by words.

"Lectures should be read loud enough to be heard, and at the same time quiet enough to be listened to" [10]. Lectures of a university teacher do not allow speech negligence and clogging it with unnecessary introductory words, jargon, vulgarisms. It is useful to remind students of the content of the previous lecture, to link it with new material, to determine the place and purpose in the discipline, in the system of other sciences. For each of the analyzed positions, a conclusion should be drawn, highlighting it by repetition and intonation. At the end of the lecture, it is useful to summarize the material read.

With systematic work and practice, it is quite possible to learn to read lectures and read well. On this occasion Democritus wrote: "Neither the art of eloquence nor wisdom can be attained unless it is learned." The history of higher education has a large number of examples of exemplary lecture teaching: V. O. Klyuchevsky, S.M. Solovyov, N. N. Kostomarov, D. I. Mendeleev, M. S. Grushevsky, V. I. Vernadsky, K. A. Timiryazev, M. I. Makhmutov, Abdulla Avloni, Hamza Hakimzoda Niyazi, Mahmudkhoja Behbudi, Ibrat, and many others [5,6,7,8,9,10,11,12,13,14]. Their lectures were distinguished by their broad erudition, expressive speech, critical approach to sources, broad scientific nature and deep analysis of the material, affected the feelings of the audience, forced them to reflect on the depth, essence and meaning of the subject of study.

Within the framework of the study, we have classified the following types of lectures.
Classification of lectures at the university by content orientation

<table>
<thead>
<tr>
<th>Types of lectures at the university</th>
<th>Content orientation of lectures</th>
</tr>
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<tbody>
<tr>
<td>By general objectives</td>
<td>training and awareness raising</td>
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<tr>
<td></td>
<td>educational</td>
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<tr>
<td></td>
<td>developmental</td>
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<td>On the scientific level</td>
<td>academic</td>
</tr>
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<td></td>
<td>popular</td>
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<tr>
<td>On didactic tasks</td>
<td>Introductory</td>
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<td></td>
<td>Current</td>
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<td></td>
<td>consolidation-generalizing</td>
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<td></td>
<td>installation</td>
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<td></td>
<td>review</td>
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<tr>
<td></td>
<td>lectures-consultations</td>
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<tr>
<td>By the method of presentation of the material</td>
<td>lectures-monologues</td>
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<tr>
<td></td>
<td>lectures-dialogues or lectures-conversations</td>
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<td></td>
<td>problem lectures</td>
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<td></td>
<td>lectures-visualizations (with an enhanced element of visibility)</td>
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<td></td>
<td>lectures-conferences, etc.</td>
</tr>
<tr>
<td>Traditional forms of organizing and delivering lectures</td>
<td>introductory lecture</td>
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<tr>
<td></td>
<td>information lecture</td>
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<td></td>
<td>monologue lecture</td>
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<td>overview lecture</td>
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<tr>
<td>Non-traditional forms of organizing and delivering lectures</td>
<td>problem-solution type of lecture</td>
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<tr>
<td></td>
<td>visualization lecture</td>
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<td></td>
<td>binary lecture or two-person lecture</td>
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<td></td>
<td>lecture-conversation or dialogue with the audience</td>
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<td></td>
<td>lecture-discussion</td>
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<td></td>
<td>lecture-conference</td>
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<td>lecture-consultation</td>
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</tbody>
</table>

Table 1

As can be seen from the Table 1, the structure and methodological techniques of constructing lectures are diverse. The structure of the lectures may differ from one another. It all depends on the content and nature of the material presented, but there is a general structural and methodological framework applicable to any lecture.

The organization and design of learning objectives in traditional and non-traditional forms of lectures requires a strictly thought-out system of construction and arrangement of the presented material, such a structure that students can outline it in the form of clearly limited, consistent and interrelated provisions, theses with conclusion. To do this, the teacher should think through and plan what the preliminary structure of the reported educational material should be, how to divide the content of the lesson into specific educational sections. These sections should be large enough so

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1 Table is developed by the author
that the teaching material is not torn into unrelated components, but also not very large, so as not to overload the students with the material. All this is a prerequisite for methodological preparation for a lecture in the Russian language, which requires the development of a plan with a list of the main content, divided into subsections, an approximate calculation of time, indicating the necessary illustrations, examples, technical tools used, citations, recommended literature.

In the experimental works, we analyzed traditional and non-traditional lectures in the universities of the Republic. For example, at the Tashkent State Technical University, students were asked to write down the material in a short, free form, mainly conclusions, rules, categories, grammatical constructions in the Russian language. In the first years, the developing role of lecture teaching needed an even greater degree of accessibility of the presentation of the material in a clearer form of logical construction of the presentation, in a slow formulation of the main provisions and conclusions. Although, most of the teachers presented their subject from a convinced position, with a characteristic enthusiasm, which was one of the indispensable conditions for arousing interest in students, however, it was also necessary to exaggerate attention to the development of students' speech, so that in the future they were able to present scientific statements without terminological difficulties.

In the Samarkand State Architectural Institute, when analyzing classes in the Russian language (2018-2019 academic year), it was revealed that in practice, teachers are able to present educational material with sufficient imagery (algorithmization) and emotionality, indicate ways to write down all the lecture material in the abstract form. However, in the course of training, it was clear that students of the 1st year are not always able to keep a detailed record of the lecture, sometimes they have to present the training material almost under dictation.

Experience shows that the refusal of lectures reduces the scientific level of students' training, violates the consistency and uniformity of work during the semester. Therefore, the lecture continues to be the leading form of organization of the educational process in the university. The above shortcomings can be largely overcome by the correct methodology for rational planning of learning objectives.

The analysis of classroom classes conducted at the Mirzo Ulugbek National University of Uzbekistan showed that when organizing and designing learning objectives in traditional and non-traditional forms of lectures, it is important to take into account the creative communication of the lecturer with the audience, co-creation, and emotional interaction. Thus, the teachers of the Faculty of Russian Philology in the analyzed classes (2019-2020 academic years) were able to show that a lecture activates mental activity if it is well understood and carefully listened to. In such classes, the teachers had a task: to develop the active attention of students, to cause the movement of their thoughts following the thought of the lecturer.

The lecture was considered as a kind of pedagogical phenomenon that exists in the traditional system of education. However, in connection with the problem of finding ways to intensify the educational process, there are also changes in lecture teaching, while there is a rejection of the installation to increase the amount of information offered at lectures by creating psychological and pedagogical conditions for activating the thought process, considering lectures as one of the ways to manage independent, search activities of students.

In the course of the study, it is identified the following criteria for evaluating the quality of a lecture when designing educational objectives.

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2 to convert an informal description of a process or a procedure into an algorithm.
Scratching the teacher's activity | Students' reaction/feedback
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Taking into account the moral side of the lecture and teaching (setting questions for reflection) | Activation of thinking (clarification of questions for reflection)
Scientific and informative, emphasizing conclusions, (modern scientific level) | Deducing the main thoughts and statements; repeating them in different formulations.
Evidence-based and argumentative (the presence of a sufficient number of bright, convincing examples) | Clarification of newly introduced terms and names.
Emotionality of the form of presentation; presentation in an accessible and clear language, explanation of newly introduced terms and names | Mastering the material when using audiovisual didactic materials
Clear structure and logic of disclosure of consistently presented issues; | Assimilation of facts, justifications, documents and scientific evidence

Table 2

As shown in the Table 2, and based on the analysis of classes, in the system of university education, a modern lecture should be flexible, differentiated and multifunctional.

Along with lectures, seminars also play an important role in the learning process. Seminar session is a complex form of studying a certain section of an academic discipline. In the course of its implementation, the speeches of students and the teacher are combined; the discussion of the opinions of students and the explanation of the teacher. One of the tasks of the seminars is the assimilation of basic concepts by students, and the possession of the conceptual apparatus, in turn, is a necessary condition for the assimilation of the training course.

During the seminar session, the teacher also solves such specific tasks as:
1. repetition and consolidation of students’ knowledge
2. controlling students’ perception and self-conduct
3. pedagogical communication

Interpretation of the seminar as the final link in the study of the inter-connected block of the discipline due to the fact that at the time of the meeting summed up the work of teachers, lectures and independent work of students in mastering the discussed scientific problems.

The cognitive function of the seminar at the university is the main and leading one. Based on this, within the framework of the study, we also analyzed seminar classes at the Bukhara State Technological University, the Mirzo Ulugbek National University of Uzbekistan. When analyzing the seminar classes, it was found that if the lesson is well prepared, new aspects emerge during the discussion of specific problems at the seminar, the rationale deepens, and provisions that did not previously attract the attention of students are put forward. So, for example, the 3rd year students (72 respondents) faculty of social Sciences (2018-2019 academic years) at the bachelor's "Social business" has been able to demonstrate in-depth knowledge (86%), the movement of thought from the entity of the first order to the essence of the second order (84%), analysis of the subject in a more meaningful way (78%). During the lectures related to the topic of the seminar, the teacher drew the students' attention to what needs to be further studied in preparation for the seminar (new

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3 Table is developed by the author
official documents, articles in periodicals, newly published monographs, etc.). To prepare for the seminar, the teacher suggested the following structure of the seminar:

1. Study of the requirements of the curriculum for the topic of the seminar session, determination of the objectives and objectives of the seminar;
2. Selection of systematic material for the seminar;
3. Development of various solutions to the main problems of the seminar;
4. Selection of literature recommended to students on this topic;
5. Modeling of the introductory and final parts of the seminar.

Before starting to study the topic, the teacher commented on the main issues of the seminar plan. This approach of the teacher helped students quickly find the right material for each of the questions, without lingering on the secondary one. Students of the 3rd year, faced during the preparation with insufficiently clear points of the topic, found answers on their own and fixed their questions for the formulation and clarification of them at the seminar itself.

Beginning of the preparation for the Seminar lesson in Bukhara state University (2018-2019 school years, 5th semester) the teacher told the students the page in the lecture notes, sections of the textbooks to get a General idea of the place and importance of the topics studied in the course. After which students were told to work with additional literature, to make notes on the recommended sources. From the analysis of the seminar sessions, it was clear that the records are of paramount importance for the independent work of students. They helped them to understand the structure of the studying book, to identify the main points, to trace their logic, and thus to get into the creative laboratory of the author. As experience shows, when the educational objectives of training for seminars are being drawn, young teachers planning topics, recommended literature, do not always design the goal and objectives of its study.

It should be remembered that the student who systematically keeps notes creates his own individual fund of auxiliary materials for quick repetition of what he has read to mobilize the accumulated knowledge. Notes are especially important and useful when they reflect the thoughts that arose during independent work. An important factor in the effectiveness of seminars, its high efficiency is the process of preparing students for them.

Preparation for the seminar activates the student's work with the book, which is especially emphasized in the Five Initiatives put forward by the President of the Republic of Uzbekistan (2017) [1], requires reference to literature, and teaches reasoning. In the process of preparing for the seminar, the already known and new categories are fixed and refined, and the student's "language" becomes richer. So, for example, in the Samarkand State Architectural Institute at the Faculty of Urban Planning, students of the 1st year in preparation for seminars were asked to:

1. get acquainted with the recommended literature;
2. consider different points of view on the issue;
3. identify problem areas on the topic;
4. formulate own point of view;
5. provide for disputable points and formulate a debatable question.

With this preparation, the seminar session was held at the necessary methodological level and brought intellectual satisfaction to the entire group. During the preparation, the students were able to correctly evaluate the question (72 %) that they had prepared for the presentation for the seminar. But, unfortunately, not all students were able to correctly and clearly answer the question, correctly be able to use educational and additional literature and write down the main idea.

In the course of the study, it is developed methodological recommendations for conducting
seminars at the university and criteria for evaluating their quality.

<table>
<thead>
<tr>
<th>Structural parts of the seminar</th>
<th>Methodological recommendations</th>
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| Preliminary (preparation for the lesson) | 1) preliminary determination of the level of readiness for classes;  
2) formation of the main problems of the seminar, its general tasks;  
3) designation of the topic and plan of the seminar session in the introductory class;  
4) creating an emotional and intellectual mood in the seminar class |
| The main part (discussion of the issues of the topic in the group) | 1) organization of a dialogue between teachers and students and between the students themselves in the process of solving the problems of the seminar class |
| The final part | 1) constructive analysis of all the answers and speeches of the students;  
2) reasoned formation of intermediate conclusions and compliance with logic in the consistent observance of events |
| Summary part | 1) summing up the results;  
2) designation of the direction of further study of the problems |
| The work of students to eliminate the identified gaps in knowledge and skills | recommendations for the organization of independent work of students |

Table 3

As shown in the Table 3, not only the seminar itself, but also the preliminary and final parts of it are necessary links of a complete system of assimilation of the topic submitted for discussion.

Conclusion

To conclude, the scientific and methodological literature was analyzed, which to a certain extent revealed the pedagogical conditions for the organization of such forms of educational classes in higher educational institutions as lectures and seminars. The experimental work carried out in various universities shows that the theoretical positions presented in traditional lecture classes are the core and form the scientific, conceptual basis of the entire course or its major sections, while seminar classes contribute to the verification and improvement of the quality of education received.

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4 The table is developed by the author
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