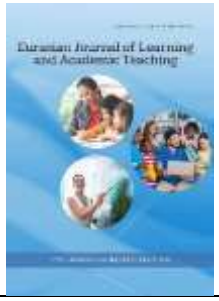

The Role and Content of Lectures in the System of Higher Education

I.I. Yulchiev

Assistant, Fergana Polytechnic Institute, Fergana, Uzbekistan
Email: i.yulchiyev@ferpi.uz

ABSTRACT

This article provides recommendations on the organization and conduct of lectures in a meaningful and interesting way and discusses the role of lectures in the higher education system. In addition, in the course of lectures, methods of organizing creative didactic games and competitions among students, the essence of this method and the results of these methods were also covered.

Keywords: didactic issue, rational organization, synopsis, informative value, didactic purpose

Introduction

The lecture is the most common form of teaching and takes the leading place in the pedagogical activity. It is recognized as the highest form of teacher's work. It is also called the appearance of one-way communication. This involves the activity of the teacher and the inactivity of the audience. However, the lecture presented in the form of a discussion is the most active element of pedagogical technology. A very high level of audience engagement can be achieved in a debate lecture [1,2,3,4].

In the higher education system, various forms of education are used at the first stage, that is, various forms of laboratory work, practical training, independent work, and scientific research work from a didactic point of view, they represent methods of directing students to solve certain didactic problems and learning activities. Lectures, practical exercises and independent works appear as an organizational form of knowledge, because they represent the interaction between students and teachers, and serve to realize the content of knowledge and teaching methods [4,5,6,7].

The main part

In the history of higher education, lecture plays a key role as the main form of teaching and teaching method. In the lecture, students are introduced to the academic subject, which guides young people to science and forms the scientific basis of the subject. Lectures always occupy the most important place in higher education.

The main didactic purpose of the lecture is the basis for the formation of student's mastery of educational materials. The lecture is the main didactic issue of teaching (education). Lecturing was first used in ancient Greece, then in ancient Rome.

In the middle of the 19th century, as a result of the development of technical and scientific knowledge, the demand for practical training in universities began to increase. As a result, the views on lectures began to change, that is, ideas began to spread that by shortening them, students could study the topics independently from books.[7,8]

In the history of higher education, in the 30s, lectures were abandoned in some institutes. However, such an experiment did not justify itself and was abandoned.

In fact, when presenting educational material in the form of a lecture, such a series of questions is created that it is impossible not to think about it.

First of all, it is criticized that presenting the lesson in the form of topics teaches students to become passive, and secondly, it is commented that the lecture method in teaching reduces students' interest in independent activities.

Thirdly, lecturing believes that there is a lack of textbooks in this subject, and fourth graders prove that not all students can master lecture materials at the same time. There is some truth in the anti-lecturing views. At the same time, experiences in higher education show that abandoning the study of the subject leads to a decrease in the scientific preparation of students, and a disruption of the sequence of learning science during the seminar.

Therefore, the lecture method remains the main form of the educational process in higher education. The above-mentioned shortcomings can be eliminated by the rational organization of the lecture course and the correct choice of the method of its presentation. In the course of study, there are situations where the lecture form of teaching students cannot be replaced by other forms of teaching. Because of the lack of textbooks and study guides, lecture courses are the main source. For example, the lack of resources on nanotechnology greatly increases the role of the lecture. If the learning material is not well covered in the textbooks or is given in old-fashioned ways, the role of lectures is irreplaceable [9,10]. There is a need to evaluate the quality of the lecture in many cases.

Method of stating the topic: The method of structure and presentation of the topic - plan and follow it, explain used literature, terms and new concepts, exaggerate important conclusions and goals in the topic, use visual aids, explain the topic to students by means of electronic options.

Guiding students to their work: To introduce and teach students the method of summarizing, and reviewing the writing of topics in practice sessions.

Speaker requirements.

Knowledge of the subject, ideological preparation, leading the speaker in an upbeat spirit, clarity of words, giving accents in the right places, appearance, responsibility for behaving in the audience, seeing and feeling and establishing contact with the audience.

Subject result: its informative value, educational effect and achievement of didactic purpose.

Organization of lectures using didactic games helps to increase students' knowledge and level. A teacher-pedagogue is required to prepare intensively for conducting didactic games and to comply with the following didactic requirements when conducting them:

1. The topics mentioned in the program of didactic games should be aimed at solving educational, educational and developmental goals and tasks;
2. Dedicated to the important problems of society and everyday life, which they solve during the game;
3. The game should be in a logical sequence in terms of structure;
4. During the training, educational didactic principles should be followed and minimum time consumption should be achieved.

Among the didactic game activities, conference activities also occupy an important place. Laboratory and practical training are important in activating students' cognitive activities, expanding the view of the scientific world, introducing additional and local materials, increasing skills and qualifications for independent work with scientific and popular scientific literature, and conscious preparation for independent life. Laboratory and practical exercises are important for students to activate their scientific worldview, increase their skills and qualifications for independent work, and consciously prepare for an independent life with scientific and scientific popular literature.

Before passing the lecture, laboratory and practical training, the goals and objectives of the training topic are determined, and additional scientific, scientific and popular literature on this topic is reviewed. A week before the training, the topic of the training is announced and literature is recommended for preparing for it. In this exercise, it is up to the student to choose the role of "Scientists",

comprehensively cover the topic, and prepare a presentation. It is recommended to conduct lectures, laboratory and practical sessions using didactic games.

When choosing didactic games, the following procedural rules for imparting knowledge and education to students are observed:

1. When choosing and using didactic games, the age characteristics of students, pedagogical preparation and level of knowledge are taken into account;
2. Each of the selected games is aimed at providing students with systematic knowledge, skills and abilities, as well as their development and spiritual growth;
3. The selection of didactic games is based on the specific goals and objectives of education.

Didactic games are one of the important means of clarifying educational content. It serves to develop students' motivation and desire to study.

A didactic game is an educational method, which is aimed at achieving certain educational goals, that is, at identifying, strengthening and deepening the learned material. Each didactic game is aimed at a specific task.

Organizers of didactic games should thoroughly know and follow the technologies of working with each material used for them, preparing appropriate didactic tools and ensuring safety. Because the quality of didactic tools, suitability for intended purposes, convenience and their correct use has a positive effect on increasing the effectiveness of lectures.

Criteria for choosing types of didactic games:

- by the composition of the participants - games for boys, girls, and students;
- by the number of participants - individually, in pairs, small groups, large groups, class teams, competitive teams, interclass and public games;
- according to the game process - games focused on thinking, thinking, gathering, actions, competition, etc.;
- according to the time criterion - a lesson, a scheduled part of the training time, games that continue until the goal of the game is achieved, the winner or winners are determined, and other games.

Conclusion

Thus, we can draw the following conclusions from the above, that the use of didactic games in the organization of lectures serves to increase the creative thinking and knowledge levels of students of higher educational institutions.

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