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## **Usage of latest technology in conducting problem lectures on humanitarian subjects**

Computerization of the system of higher education in Ukraine became widespread only in late 90s of the 20<sup>th</sup> century. The modern development stage of Education called for replacement of out-of-date form and methods of education with new technologies that would highlight the contents of educational process and the needs of its participants (students and teachers), that is, in its turn, connected with the usage computer and Internet technologies in higher education.

Analysis of scientific literature shows that individual methodological aspects of usage of computer technologies in higher educational institutions were described in the works of such Ukrainian scientists as V. Andrushchenko, V. Bekh, V. Kostev, V. Zhuravsky, G. Kozlakova, A. Petrenko etc.

Implementation of contemporary technologies in education set new goals not only to students, who have to receive and process large amounts of information, but also to teachers, who have to reach a new level of teaching quality, compared to conventional teaching. Changes affect not only the form of information transmitting, but the very role of teachers themselves in the educational process – the teacher changes from the main source of information to an advisor, consultant, colleague for the student, who, in turn, process new information through computer technologies.

Restructuring of higher educational institutions that took place in conditions of modern scientific-technological revolution and is aimed at intensifying of the educational process creates tendencies, among which the most noticeable are individualization, problematic, complexity. The tendencies transform informational-illustrative educational aspect into methodological-orientating.

Problematic as a teaching tendency of social sciences touches every form of educational process and determines profound changes in educational methodology. Unlike other approaches in the problematic framework normative requirements are applied to traditional basis of deductive principals: determination of the principal contradiction in an event under study; formation control in solving problem situations. Creation of problem situations during studies and solving them constitutes internal structure of lectures and presupposes interaction between the determined deductive goals, objectives, knowledge and skills of the

teacher, that allow forming required skills and knowledge in students in living educational process, including motives, adequate to certain conditions.

Among many forms, providing educational process on social, namely philosophical disciplines, lectures are considered an appropriate form. Not only educational material is systemically given through lectures, as well as emphasizing the most prominent and required, but also the goal is achieved, when knowledge fragments constitute general perception.

Lectures set and maintain required rhythm of the educational course, while students are able to orient in informational flows.

Direct communication of students with the lecturer, the logics of his arguments, his emotions accompanied by his look, intonation, facial expression, gestures produce a lot more opportunities to invoke interest in them and even excite them with both content and form of educational material.

As a form of educational process, lectures have a peculiar fate and appear in universities. At first these were initiative studies of students themselves in the framework of preparation for disputes, later becoming the highest form of professional activity in universities.

Availability of monographs, textbooks, educational manuals, relevant materials in the Internet will never substitute lectures.

Firstly, due to the fact that various authors and author groups focus on those aspects that highlight the aim and goals of their preparation. There are no universal textbooks.

Secondly, necessity of lectures is determined by its great efficiency. No printed work can quickly generalize new material; evaluate current ideas as it happens during lectures.

Thirdly, no other form of acquiring knowledge through books, educational devices and distance learning tools can fully substitute the necessity of direct interaction while passing knowledge from person to person, from teacher to student. Understanding is reached through logics of educational material, but emotional contact during conscious communication.

The core of lecture structure, its inner logical frame is a scenario, that correlates the questions of the plan with educational problematic situations and plays the role of an algorithm of productive activity. Conducting problematic approach in teaching social sciences requires both development of traditional forms of educational process and improvement the ways of material presentation.

Holding a lecture is not a mechanical text reading, consisting of fragments of one or several textbooks, neither is it a simple retelling of ideas and concepts. A lecture is a type of creative work and an auditorium is a creative research laboratory on philosophical disciplines.

It should be noted that attending a lecture is an active creative process, requiring a great deal of attention, will, memory, huge energy spending, nervous

tension and physical effort. Lecture material is accepted only when it is heard, understood and fixed.

A student, previously taught to attend lectures is able to:

- make connections with previously learned material;
- find out the teachers arguments;
- note the reading technique;
- make markings on the margins;
- actively interact with the teacher.

The teacher not only presents certain theoretical-scientific information to students. He or she personally understands it profoundly in his consciousness and presents his personal views and convictions alongside program material.

But the teacher is not the author of his personal work. The very process of presenting material is creative. The lecture is designed in the process of its conduct, regardless of great preparatory work. The listeners can take part in this process of mutual thought, pondering and analysis. This aspect of a lecture is irreplaceable.

The most rational ways of teaching are: discrete (step-by-step), concentric and spiral.

Discrete (Step-by-Step) way implies consecutive presentation of separate fragments, whose interaction is determined by the principal idea of the lecture. This way is connected with previous portion presentation of educational material and is, in fact, the way from the known to the unknown. Integrity of concepts and understanding the goal is the practical result of a lecture. The lecturer's skill draws, in a way, a single picture in the students' minds.

**Concentric** way is connected with returning to the main idea of the lecture during several stages of material presentation, as it constitutes the key to understanding separate aspects and simultaneously reveals its depth, its every side and edge. Thus the teacher sets the goal of not only organized information presentation, but also manages the transition from less to more profound and accurate level of knowledge.

Spiral way is based on objective reaching the goal that is based on the subject essence and presupposes respective organization of educational material. The evolution of the principal idea determines the topic development logics of usage of certain facts and methodological means.

Knowledge formation takes place in the context of reasoning statements and broadening scientific horizons. The aspect of educational management is supplied with the aspect of self-regulation, as students trace and realize historical regularity of the subject's change. Based on same lecture elements and respective methodological means depending on the level of teacher and student activity various forms of problematic lectures exist in education. The most notable of these are monological, introspective and dialogical.

**Monological** problematic lecture is one, where the teacher creates and solves problematic training exercises, maintaining indirect contact with the auditorium while paying attention to educational content. The essence of program material mastering process lies in direct following the lecture scenario and other normative materials. The teacher's task lies in finding and preliminary understanding of teaching forms that would indirectly maintain student's motivation and involvement throughout the whole lecture.

**Introspective** problematic lecture is developed based on a more complex scenario and is determined by increased teacher activity, directed first of all at motivational-emotional side of education. Problematic situations are developed on the go and the entire lecture is built as mutual pondering. The teacher displays not the depth of thought, but reveals the „laboratory” of true scientific thinking, that achieves lecture goal. A positive aspect of introspective lectures is that students indirectly develop methodological means, required for further personal profound understanding of the material.

**Dialogical** problematic lecture can be conducted by the teacher that has great and profound experience of teaching the subject. It is based on the scenario of „non-linear” type that calls for immense student activity in developing the content of the lecture. The difficulty for the lecturer is keeping direct contact with the auditorium and using it to form and solve problematic situations, maintaining prejudiced attitude to the lecture material among the students. The teacher's skill reveals itself in the „role” auditorium activity that allows viewing such lectures as an integrated target dialogue.

Teaching way surely plays an important role in the creation of a certain lecture. Meanwhile lectures possess certain peculiarities, connected with the impact of the teaching way. The most prominent methods of teaching philosophical and humanitarian sciences are reproductive, problematic and module, with problematic being of the most interest when teaching humanitarian disciplines.

Generalized lecture features are the conditions of acquiring knowledge, thinking type formation, educational motive, nature of acquired information, drawn conclusions. The teachers would find it useful to realize interaction of functional aspects of various types of lectures.

Realizing capabilities of the problematic method during a lecture is aimed at usage of traditional aspects of its conduct that requires taking into account the following points:

Existing types of drawing attention to the content and at what stages of the lecture the factors of its drawing should be noted, based on the psychological nature of attention.

Correlation of logical, educational and psychological levels in the process of attention and brain activity intensifying among students and what restrictions does it put on the text of the lecture as well as peculiarities of its verbalization.

Combining rational and emotional basis of lecture material to achieve required impact on the auditorium.

Rational usage of various equipment and illustrative means to increase educational and systematizing effect of the lecture.

One of the types of problematic approach usage is problematic-concept lecture holding. Problematic-concept lecture holding is connected with highlighting theoretical material through several viewpoints. The lecturer approves the correct viewpoint, using strict logics and wealth of argumentation as well as perfect empiric material.

It should be noted that methodological skill of the teacher is fulfilled only through personal methodology of learning a certain topic while holding a certain problematic lecture.

In problematic education a student is given a problem situation where the process of gaining knowledge has two complementary aspects: intellectual-individual and collective-personalized. This is not just layering of knowledge, but detailed processing and structuring of the knowledge influenced by the main goals.

Effective usage of the problematic method in teaching humanitarian sciences is impossible without special analysis of programmes and their improvement, as well as tracing ways and practice of the system of problem situations on every subject.

Teaching students to trace problem situations means teach them not only to study, but to think productively, using their knowledge in real situations.

Thus methodology of problematic lecture conduct on social sciences calls for highlighting educational problems, their correct sequence, creation of problem situations, peculiar technology of material presentation and mastering peculiarities of its usage.

A problematic lecture effectively fulfills main functions of the educational process: cognitive, educational, goal-setting-methodological and controlling.

Naturally entire bulk of educational material cannot be presented purely through problematic approach. A part of the material must be remembered, meaning reproductive teaching is not removed, it is combined with the problematic.

So how can a lecture as a traditional didactic form of educational material presentation be today combined with the latest computer and internet technologies?

Problematic material presentation, if a lecture is considered purely as an educational process form, requires significant amounts of time. Thus appears the question of rational using the program time. The solution lies in effective lecture material sorting and its optimal presentation in the course of lecture scenario. It is just a part of the matter, though, as lecture content is inseparably connected with other forms of the educational process and presupposes their intensifying.

## Literature

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## Abstract

Political role in solving this issue is played by the quality of the system of methodological support of the educational process on a certain discipline that should include informational technologies, that a colleague teacher unlike narrator-teacher has to use to create problematic lectures in their teaching activity.

**Key words:** technology education, ICT's in education, university education.

## Zastosowanie najnowszych technologii informacyjnych w prowadzeniu wykładów z przedmiotów humanistycznych

### Streszczenie

Zasadniczą rolę w rozwiązywaniu tego problemu odgrywa jakość systemu wsparcia metodycznego procesu kształcenia na niektórych przedmiotach studiów. Wsparcie to powinno zawierać technologie informacyjne, aby nauczyciel nie był tylko narratorem, ale tworzył wykłady o charakterze problemowym.

**Słowa kluczowe:** technologia kształcenia, TIK w edukacji, dydaktyka szkoły wyższej.