

**V.M. Teslyuk**, candidate of psychological sciences, associate professor  
National University of Life and Environmental Sciences of Ukraine (Kyiv)

**M.M. Koval**, Student of Pedagogical Faculty specialty «Higher School of  
Pedagogy» National University of Life and Environmental Sciences of Ukraine  
(Kyiv)

## **PROBLEM LECTURE AS THE MOST OPTIMAL FORM OF EDUCATION IN HIGH SCHOOL**

*The article investigates the advantages and disadvantages of the lecture as a form of learning in higher education. It is established that problem lecture is the most effective form for student`s theoretical training. We have traced the problems, conditions and occurrence of problem situations.*

**Keywords:** *learning form, problem lecture, problem situation, the problem method of teaching.*

**The relevance of the study.** As is well known theoretical training of students in higher educational establishment occurs in lectures, seminars, during independent work etc. Thus, the basic form of the theoretical training is academic lecture, which is defined as a logical, systematic, limited in time an oral presentation of the theoretical material that regard to a particular field of science. Analysis of domestic and foreign scientific literature confirms that problem lecture is the most effective form for student`s theoretical training.

Many scientists dedicated their works to various aspects of problem-based learning: H.Bohomazova, M. Harunova, V. Zahvyazynskoho, T.Kudryavtseva, P.Luzana, V.Manko, M.Mahmutova etc.

**The purpose of the article** – to investigate the special aspects of problem lecture in higher education.

There were some contradictions regarding the usefulness of lectures in the preparation of highly qualified specialists among the teachers at all stages of the national higher education. In particular, in the late 19th century, there were

following disadvantages of this organizational form: not develop cognitive abilities of student`s thinking, teaches passive, uncritical acceptance of information, makes it impossible to think and absorb the flow of information, acquiring of knowledge happens through reproductive method that is impractical, etc. [2, p. 106 - 111].

Prominent Ukrainian teacher G.Vashchenko also called lecture as passive method, as it: does not develop independent critical thought, the word in different stages of personality development is not always a primary means of learning, verbal phrases are perceived by different people in different ways, promote to the development of "harmful type of verbal thinking" - a man thinks memorized words and thinking becomes incomprehensible nature [1, s.192-193 ]. On the other hand, G.Vashchenko affirmed, if the lector besides knowledge has a good word, he is interesting for students and it makes them to work.

Today, there is also no single scientists vision concerning usefulness of lectures in the educational process of higher education. Yes, D.Chernilevsky said that lecture does not allow students to take into account individual differences in perception of educational information, there is no feedback, dominates verbal form of knowledge transfer. However, defines it as the most effective form of learning among other forms of student learning in higher education [6, p.140].

T. Nelha and O.Bulvinska emphasize that none of the modern organizational learning forms can not replace an academic lecture and count it positive aspects:

- for one lesson a student can get a large portion of information in other circumstances he must spend one month independent scientific work to get he same information;

- the most difficult concepts from the field of science, each student can understand with the help of lectures while when he works independently it is more difficult and not all students are able to do this;

- teacher`s word unites students in academic work, they can received knowledge in a certain emotional excitement, what makes them work is not only more organized, but also productive;

- collaborate work create a common field of tension that enhances teaching and learning activity for each student and gives lecturers an intellectual rise, inspiring him to improvise - namely there is a mutual emotional stimulation of students and lecturers;

- lecture causes profound educational impact on students as a matter of educational media, and through the personal qualities of the teacher, above all, his scholarly erudition and educational skills [5, s.187].

Lecture - an active, creative organizational form in which participate teachers and students. Conducting lectures, like any creative process involves creating an appropriate environment as preparation by the teacher and by the students. V.Manko emphasizes that untrained students may not be interested even in lecture content, provided that it is well thought-out and high scientific and methodological level of emotive read. As far as content is built correctly and methodically lecture depends on the pedagogical skills of teachers. The teacher should consider the logic and consistency of presentation, carefully select the system theoretical evidence expressive and compressed voice their opinions [4, s.310].

Analysis of domestic and foreign scientific literature confirms that problem lecture is the most effective form for student`s theoretical training.

Problem lecture acknowledged by scientists as a means of ensuring a high intellectual development, encourages students` thinking, develop cognitive and professional interests and needs. They promote the development of deep learning and intrinsic motivation mastering their chosen profession, which manifests itself in a positive attitude towards the learning process, search activity and create interest in their future profession. In pedagogical and methodological literature the essence of problem lectures is interpreted differently.

Some authors believe that all the lectures are problem, as each of them consider a specific scientific problem. Other consider problem lectures are those in which exist an outstanding scientific problems, put forward various hypotheses, are possible solutions. Subsequent researchers affirm that the problem lecture is a lecture that during presentation of learning material involves the creation of

problem situations, which are based on a contradiction between existing knowledge and the knowledge they need. Such situations cause a feeling of intimacy answers to this question and wish to find it, get the necessary not yet available, skills, abilities required for this information.

The research of V.Manko identifies the following key features of problem lecture:

1. Having problem situations. Disclosure of conflicting tendencies.
2. Asking an audience problematic questions.
3. Participation of students in problem solving during the lecture (apparently active audience empathy, participation in answers to questions, discussion items).
4. Making final conclusions based on evidence-based analysis of different perspectives in solving considered problems [4, s.312].

Scientist proposes to analyze the features of problem lecture in terms of the inclusion various teaching methods and identifies different levels of problem lectures :

1. Lecture with individual elements of productive methods.
2. Problem lecture.
3. Lecture of problem assimilation.
4. Lecture with problematic approach.

The peculiarity of lectures with individual elements of productive teaching methods is that the key here is illustrative and explanatory reproductive methods of training. At certain stages teacher organizes students work on individual problems. In this case, decreases monotonically lectures, through the formulation of questions, including existing and problematic question. Explanatory, illustrative method of learning provided through the word, the printed text, visual and technical training, practical ways of showing others. Implementation of the reproductive method of teaching is achieved through setting specific objectives that guide students to reproduce material and repeat options.

Problem lecture aimed at the method of problem-based learning. The material which should be given to students, lecturer formulate as problems and solve it

himself during the lesson. They can view and compare different scientists' positions regarding one problem. In addition to presenting certain established scientific propositions, the teacher shows promising avenues to solve the problem.

The dominant teaching methods in problem lectures are partial search and investigative. Students solve problems posed by their teacher or those that arise in the course of their solution and are formulated by the students themselves. A high search activity of students is typical for such lectures. The task of a teacher is to create a problematic situation, correctly indicate the problem that needs to be solved, to ensure the conditions of self-production the problems by the students. These lectures are implement in the case when the given topic is partly familiar for students.

During the problem lecture are implemented such methods: problem, partial search and research. In these lectures problems are solved by teacher or student independently or together. It depends on the purpose, training content, complexity issues, training audience [4, p.313-318].

When it comes to high school, the concept of problem situation specified as educational, industrial and professional research tasks which cause students difficulties that require a clear understanding of specific issues, challenges set by itself, solve them by searching or self-led teachers, insufficient detection range of knowledge and ways of life, as well as various independent use of experience.

T. Kudryavtsev describes the conditions of creation and occurrence of problem situations:

- a mismatch between the existing system of knowledge in students and new requirements arising in the course of solving new educational problems. Contradictions may occur: between already learned by students knowledge and new facts that are revealed in the course of solving certain problems; between identical nature of knowledge, but different in terms of complexity, between scientific and of practical knowledge;

- students are encouraged diversity systems (types of situations of practical, industrial character), and you must choose one correct;

- when students are faced with new practical conditions of application of existing knowledge when there is a search for ways to use the knowledge in practice and their application altered in comparison with training conditions;

- if there is a contradiction between the theoretically possible solutions to problems and practical inexpediency selection method and between virtually with the result of the task and the lack of a theoretical study [3].

**Conclusions.** Thus, problem lecture is the most effective form for students' theoretical training. This lecture contains dialogical interaction with the audience and promotes an active learning of study material by students.

**Priority areas for further development** of the described problems development methods of problem lectures for future professionals of specific area.

### **Literature**

1. Vashchenko G. General methods of teaching. Handbook for teachers . First edition / G. Vashchenko. – Kyiv : Ukrainian Publishing Association , 1997. - 441p.

2. Zynovev SI Учебный процесс советской High society in school / S.I.Zynovev. – Moscow : Higher School, 1975. - 316 p.

3. Kudpyavtsev T.V. Psychology technical thinking. Process and Methods solutions technical problems / T.V. Kudpyavtsev. – Moscow : pedagogy , 1975. - 303 p.

4. Manko V. Theoretical and methodological foundations degreeal of training for mechanical engineers in agricultural production : dis. ... doc. ped. Science / Manko Vladimir Nikolaevich; Ternopol. nat. ped. univ them. Volodymyr Hnatiuk. - K., 2005. - 528 p.

5. Nelha T.O. Higher School of Ukraine : the value of the operation, problems and prospects / T.O.Nelha, A.I. Bulvinska // modernization of higher education : social value and price for Ukraine : monograph / Series "The modernization of higher education : ideological and pedagogical problems." - K. : Pedagogical Thought, 2007. - P.170-190.

6. Chernilevsky D.V. Pedagogy and Psychology higher education : teach. guidances. for students. Universities / D.V. Chernilevsky, M.L. Tomchuk. - Kiev : the winery. soc.-Economical. Inst Un