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Introduction

According to convincing words of A. Disterveg, a master of the German teachers, development and education cannot be given or communicated to any person from the outside. Anyone who wants to gain them has to achieve them due to individual activities, personal efforts and pressure. A future specialist can get just an impulse from the outside. This idea is a key one in our consideration of the lecture as a form of organization of the university studies.

A solid foundation of skills, which is a strategic goal of the teaching methodology, cannot be made through a “direct supply” of knowledge even though it is valuable and important for a future lecturer of the higher educational institution, since becoming a carrier of knowledge does not mean the ability to use them, i.e. to gain appropriate experience of activities. A man never learns to act through direct transfer of knowledge. Only knowledge, which has been acquired through one’s own efforts, not just transmitted and internalized in the form of ready-made conclusions, will ensure successful activities because conclusions themselves have no value without the development which has led to it and the development to which it leads further.

A. Disterveg, who has been mentioned above, said, “A bad teacher transmits the truth, a good teacher teaches to find it”. A. K. Ushiyskiy believed that independent thoughts appear only on the basis of self-acquired knowledge. In these terms it is important to consider the statement by a well-known psychologist S. L. Rubinstein, “A man possesses only things gained due to his individual work”.

Discussion on the feasibility of lectures at the universities in terms of fast development of information technologies appears to be quite a natural phenomenon. Today, in terms of scientific progress, a lecture as a main form of organization of studies in higher school is getting more and more competitors, i.e. innovative forms, methods and means for acquiring information.

Does a lecture tend to be irrelevant? Are the meetings of students and their lecturers in the lecture halls, which are often so desirable and awaited over time, will be replaced by a more modern form? Is V. Chernilevskyi right saying that today a lecture as a form of education is the most ineffective among other teaching forms in higher education [2, 140], or an American historian Henry Adams, who said 100 years ago that the teacher should give up lecturing if he did not want to be “absolutely useless” [8, 10].

As a lecturer of the University I do not share this opinion. It seems that the authors of these statements had purely subjective reasons associated with their personal lecturing experience. Another point of view seems to be more convincing. Its essence can be expressed by the words of V. Zahviazynskyi, according to which the lecture is an effective form of a systemic, alive, direct contact of consciousness, feelings, will, intuition, beliefs, all wealth of the lecturer’s individuality and the inner world of students [6, 225]. No other innovative way of organizing a learning process in the higher school cannot replace it.

The purpose of this paper is to reveal the role of lectures in the educational process of the higher school, methods of activation of students’ cognitive activity during lectures and factors that provide their post-effects in terms of professional formation of the personality of a future teacher.

Presentation of the material

If we imagine scales in front of us and put the arguments in favour of the lecture on the one cup and the arguments against the lecture on the second one having generalized them on the basis of analysis of psychological and educational literature (Artemova L.V., Vitvytska S.S., Kaidalova L.H., Kuzminskyi A.I., Kurliand Z.N., Nahajev V.M., Ordynskyi V.L., Panchenko L.F., Sahnevych I.A.,

Turkot T.I., Fitsula M.M., Lozova V.I., Kanishchenko L.O.) and the results of questioning of students and lecturers, the cup with arguments in favour of the lecture will outweigh significantly.

Arguments in favour of the lectures and against them

There are the following arguments **against lectures**:

- a student is just a consumer of the finished information; in this regard it is appropriate to mention K. Prudkov's words according to which *some people resemble a sausage: they will have inside of them what they are filled with*, and one more aphorism, "*Nobody can insert knowledge into brain without intellectual activity*";
- the passivity of students and an opportunity to busy themselves with their own affairs (to get ready for the next lesson, read fiction, surf the Internet, etc.); thus, *once, on his way to the lecture, a teacher listened to a conversation between two female students, one of whom said, "I was knitting a scarf all night in the hostel, I hope to have some sleep at the lecture right now"*;
- instead of unproductive oral way of information transfer, it can be more successfully transmitted by means of different electronic versions;
- sometimes students mechanically perceive educational material at the lectures without making sense of it;
- large numbers of students often deprive a lecturer of the possibility to control information perception effectively;
- lectures often hinder students' desire to look through other scientific sources of information than their lecture notes, making university studies similar to school studies.

However, there are twice as many arguments in favour of the **lecture**, namely:

- possibility to present a large amount of material in a generalized and systematic way;

- opportunity to explain, interpret, and comment lecture's content along with its presentation;
- efficiency of acquaintance with the educational material in time, since the content of lectures is the result of generalization and systematization of a large volume of material and its concentration; in this regard, the student gets an opportunity to acquire much more information than during the same time of individual work;
- ability to quickly familiarize students with the latest scientific achievements;
- opportunity to fulfil educational potential of the lecture material, motivate students, enhance their interest in the discipline, effectively influence the attitudes and beliefs of students, to form their ability to critically evaluate the information received;
- refusal of lectures is the rejection of teacher's rich intellectual and personal abilities to affect students, his example, his skills, demonstration of his creative expression and his personal experience;
- lectures are indispensable for a student with a shortage of literature;
- lecture replacement with a textbook or electronic versions limits teacher's ability of self-advancement, since preparation for the lecture is a way to deepen specialized knowledge and broaden a general outlook; on the other hand, preparation for the lecture makes a lecturer master and structure educational material properly and creatively; lectures make it possible to formulate interesting problems, compare different positions, turn to the students' life experience;
- and, finally, opportunity to encourage professional self-improvement and self-education of students.

Let's illustrate the last argument in favour of the lecture with several contemplations of students of the Institute of Physical Education and Sports expressed when applying the method of unfinished sentences, "The Basics of Upbringing Activities of a Physical Training Teacher was a discipline for me, which ..."

For me a word “upbringing” was just a word that remained outside my life and future professional interests. During one of the first lectures I understood the secrets of upbringing and I became interested in them. The interest in the mysteries of this process awakened in me, and it strengthened and grew with every following class. It was mainly due to the educational films, I also got interested in books on children upbringing, I began to notice that these methods and techniques were as real and effective as the methods of wrestling which I was practicing ...

This subject induced me to a very important step in my life. If someone had told me that that would happen after the lecture, I would have laughed at him. I had been smoking five years. I didn't have enough willpower to give it up. During the lecture you told us about your teacher, a very interesting person who had been smoking and died of lung cancer (the latter was said casually, but with overtones, especially the last phrase, “She did not guess that the white scented cigarettes, which she removed from the beautiful packs every day, might soon become her killers”). It came across me and forced to make a serious decision.

Your low and calm tone of voice not just influenced me but penetrated into me. When I was listening to the poems, there were tears in my eyes, but I hid them.

I attend lectures rarely. Today I also wanted to miss it. But then I was glad that I did not do that. As for my thoughts, that was the first time I caught myself thinking that I wanted to be a teacher. When you were giving an example of indifference, especially in the attitude to parents, I wanted to cry. I do not know how I held back a tear. My mother died when I was finishing school. Then I even did not think that she needed my affection as well. I do not want to say that I was a bad son, but I was a not good one as well. If she had been alive, I would have come back home after the lecture, sat near my mother and said that I loved her more than the entire world and promised that I would have never hurt her. In my life there were such moments when I did not want to live anymore. Today I have blamed myself for my cowardice. I have got a desire to prove to myself that I can be mentally strong and courageous.

Pedagogical conditions providing post-effect of the lecture

Let us apply to some factors that promote such a post-effect of the lecture. To know the material is the first condition of the speaker's successful activity, as freedom, confidence and relaxedness appear only as a result of thorough knowledge, while ignorance and half-knowledge, on the contrary, cause uncertainty and constraint. First of all, knowledge generates persuasiveness, and persuasiveness generates a desire to convince others.

However, a meaningful, valuable opinion requires a perfect form. You can sing the notes, but it is important to convey the song. And the form helps to do that. A lecturer often underestimates the form and, therefore, kills the content. Some lecturers of higher educational institutions (even very erudite) giving preference to knowledge almost completely ignore the forms and methods of its transmission. Then there appear some problems, one of which is indifference of students.

“Style is a garment of our thoughts, – noticed Chesterfield, – and no matter how true are these thoughts, if your style is uncouth, vulgar and coarse, it will immediately display on your mind. And they will be acquired just as bad as a person who goes dirty and ragged having a nice body!” [3, 14]. Being nice, – he continues, – the speech is becoming convincing. Let us apply to some aphoristic advice that strongly persuades that “the way you say something” is as important as “what you say”.

- The ability to express the views is no less important than the thoughts ... However wise your thoughts are, they will not do any good, if you suppress and bury them when they appear (Chesterfield).

- For a well-educated person to speak ill is as obscene as an inability to read and write. Therefore, eloquence training should be considered as extremely significant for education (A. Chekhov).

- He, who cannot speak, won't make a career (Napoleon).
- Ability to speak is the ability to live (Jiri Toman).

- Ability to speak correctly ... is not yet a reward, while disability to do that is a shame because correct speech ... is not just dignity of a skilful orator but a property of each citizen (Cicero).

The role and significance of the first lecture on the disciplines of pedagogical cycle

The first lecture on the discipline is of great importance. How can an interest in it be induced and maintained? This is the first issue of the methodology of teaching any subject. You can choose traditional methods introducing the subject of the discipline, its structure, and the main categories at the first lecture. It is logical but successful in terms of motivation. This approach let the student perceive Pedagogy as one more academic discipline in the schedule, which includes lectures, practical classes, and module control.

The first meeting of the lecturer with the students is important in terms of educationally reasonable self-presentation, the purpose of which is to induce a positive attitude, sympathy, trust to him. Pedagogy requires a similar presentation as a new, unique, important, lively and interesting discipline. The students must feel that at the first lecture when some of them decide whether they are going to attend classes on this subject further or not.

An unreasonable, traditional, stereotypical presentation of a new discipline causes a similar relation to its content, which will be acquired on a purely terminological level with the following attitude: to answer in the class, to do the tests, to pass a credit, to pass an exam.

If this content has not become personal, at best it may be kept in the instrumental field of the person for some time until the student passes an exam and “throws away” knowledge that he has held for some time being motivated by the fact that he is going to take an exam.

To make this content important and valuable for a future teacher, at first, it must be evaluated and accepted by the motivation-value sphere of the individual, i.e. whether this knowledge is worth keeping in the long-term memory.

That is why the first meeting should be directed at *the motivation-value sphere of the individual*, the sphere where the attitude that precedes the acceptance or rejection of content is formed.

An interest in the theory is significantly growing if its study begins with consideration of educational events, situations that cannot be solved successfully without the support of the theory. Therefore, at the beginning of the lecture there must be presented situations and formulated problems that touch students deeply, and then the teacher tells them, *“Write down the theme of the lecture, the content of which can be used by you to solve these problems. At the end of the lecture we will apply to these situations, and you will help me to find ways to resolve these situations successfully using lecture content”*.

Here is an example of the beginning of the first lecture on Methodology of Educational Work. The audience is students of the Institute of Foreign Languages. The lecturer persuades them that being just a good specialist in foreign languages is not enough. A real teacher is beyond his narrow specialty, he masters the secrets of educational influence, including effective means of persuasion.

To emphasize the importance of the discipline we are beginning to study, I want to appeal to another example from a real life of an English teacher. Let's call her Victoria Serhiivna. During the lesson one of the students tried to offend the teacher, made explicit hints at her modest, inexpensive clothes and stated that he had nothing to study - his father would buy anything he wanted.

Victoria Serhiivna did not leave it without attention; she paid a few minutes of the lesson to the incident giving an unforgettable moral lesson to the class. The teacher without any irritation, moralizing and insults, simply and composedly spoke to the class, “Now you are just children of your parents. And, what you are dressed in, what expensive phones and other toys you have, what you have for lunch or dinner, where you have a rest, what cars you drive is not your merit, it's your parents' merit. I am sure each of your parents can tell his story “How I became successful” and how many problems and difficulties there were in that story. And what are you doing? You boast and you are proud of the things of the

highest standards you are very remotely connected with and only as a “user”. To put it mildly, boasting of somebody else’s success is indecent. And it is a bad taste to insult others, behave haughtily being nobody. Criticism and remarks from a worthy, respectable man is another matter. Maybe one day you will become SOMEONE, not just a graduate from the expensive and prestigious University (it is not your merit as well). When you will fulfil yourself in some profession or business, and you will have what to tell about in your story of success, we will have a talk. Then if it seems to you that your English teacher is not well-dressed, she is not from your circle and level, I will listen to all the criticism from a respectable man.

If you do not like a TV show, you can turn off the TV, and if a student does not like the lecture, he turns off himself.

Once I was told an interesting story: an old teacher was giving a lecture to the students. He was lecturing with an indifferent face, because he did not like what he was talking about. The lecturer was tired and ... at some moment he fell asleep. When he woke up he got frightened, “What has happened to me, I am giving a lecture”. He noticed that the speaker fell asleep because the students turned them off at the beginning of the lecture.

A famous English Catholic writer, thinker of XIX - early XX centuries G. K. Chesterton said, “The speech needs an exciting beginning and persuasive ending. A goal of a good speaker is maximum convergence of these two things”. Concerning the beginning of the lecture, D. Carnegie provides valuable advice in his book “How to Develop Self-Confidence and Influence People by Public Speaking” (1956) [1], “If you wish to become a good speaker quickly and successfully, you must follow the following rules:

First: start your speech with a strong and persistent desire to achieve your goal. It is much more important than you think. If your desires are flabby and weak, your achievements will be of the same nature. If you aspire to achieve your goals persistently, with the energy of a bulldog that chases a cat, nothing in your galaxy can stop you. This requires eager engagement in self-education.

Second: You should know for sure what you're going to say. Make a speech only if you have what to say and you know it well.

Third: Be confident.

It would be appropriate to refer to the advice of an outstanding speaker Anatoliy Koni who said such words about the beginning of communication between the audience and a speaker, “The first words of the speaker must be very simple, accessible, understandable and interesting. They should arouse interest, catch attention. Such catching “introduction hooks” may be quite a lot, i.e. something unexpected, a paradox, a kind of strangeness (at first sight unrelated, but, in fact related to the content), an unexpected interesting question to the audience and so on”.

A famous German educator Friedrich J. Herbart started his first lecture on Pedagogy with the following words, “Gentlemen, you might expect that I'll start these lectures with the definition of their subject. Definition can be a significant result of a variety of thoughts only after trying to separate the significant from the random.

Instead of giving a definition I will try to highlight the main features of the undeveloped ideas associated with the word “education” as it is necessary to start a further study.

The science of Youth Upbringing is a young one. It checks and exerts its strengths, hopes to give something good over time, but it still admits that in its attempts it rather learns what to avoid than what to do. In this science praiseful speeches may relate not really to its actual achievements, but rather to the hopes that are relied on it in the future”.

It is very important to s u r p r i s e at the beginning of the lecture. Aristotle said that any knowledge begins with wonder. Want to win, then surprise! Here are some examples of the intriguing beginning of the lecture.

Illustration №1. A teacher starts a lecture with an interesting quote which he writes on the board and omits keywords putting ellipsis instead of them. Students have to name the words that are missed. Thus, starting a lecture titled, for example,

“The Process of Upbringing” on Pedagogy the teacher asks a student to come the board at the beginning of the lecture to write the phrase **“Knowledge may give weight to a man, but only ... can give luster” (Chesterfield)**. Having listened to the story, the students are asked to insert a missing word.

A head of the trading firm needed a young guy for different assignments. On this occasion he gave an advertisement in the newspaper. At the appointed time a few dozen of young men were waiting for the interview.

An Englishman called them one by one into his office, talked to each of them and finally appointed one guy without any hesitation.

Director’s friend who was present at the interviews was surprised by the choice and asked, “Why did you choose that guy? After all, he did not have a single recommendation, while a lot of candidates had good recommendations from reputable people”.

“You are wrong, my friend, - said the Englishman, - this guy had a lot of absolutely valuable and reliable recommendations which the others did not have. I will list them:

1) When the guy came into the office, he quietly closed the door, while the others did not close it or rattled it.

2) Though he was dressed modestly, all the clothes were clean and tidy while the others lacked that.

3) His hair was cut and combed, his face and hands were perfectly cleaned and nails on the fingers were cut off.

4) He remained standing until I invited him to sit down, while the others sat without any invitation.

5) When I dropped a paper from my table, he immediately picked it up from the floor, while the others did not do that.

6) Having entered the room, he immediately took off his cap and held it all the time in his hand, while the others put them on my desk.

7) When a woman entered the office, the guy immediately stood up and offered her his chair next to my chair.

8) *The guy was sitting on the chair with the straight back, not “relaxed” like the others did.*

9) *He answered my questions clearly and loudly looking at my face without saying unnecessary words.*

10) *When I offered him to give me his address, he wrote it in a neat hand, accurately and without any mistakes.*

- As you see, my friend, - concluded the Englishman, - I have got ten absolutely reliable recommendations from that guy [1].

Then, the students concluded that the mentioned situation and Chesterfield quote were about good breeding. “And good breeding, – continues the Professor, – is the result of education, which is a key concept of Pedagogy section “Theory of Education”, which we are going to study right now”.

Illustration №2 is about the beginning of the Pedagogy lecture on the national education. Without saying its topic, the lecture tells the students a story having a profound sense that induces to think about the importance of preserving the national memory.

Ana Bait cemetery had its own story. It begins with the legend according to which Juan-Juans attacked original inhabitants of the Kazakh steppes and behaved very violently with the captive soldiers, especially those who were slaved. They destroyed the memory of the slaves with a terrible torture, i.e. wearing Shiri on their heads. Typically, the youngest soldiers, the healthiest guys trapped in the fighting were subjected to such a torture.

First of all, they had their heads completely shaved, their hair was carefully scraped to the roots. In parallel, a camel was killed; the hardest part of its skin was removed and while it was giving off vapour it was put on the shaved heads of the captives like a plaster. It was called to wear Shiri. Those who were exposed to this procedure died being disabled to stand the humiliation, or lost a lifetime memory turning into “mankurt”, i.e. a person oblivious of his origin and home, a slave who did not remember his past.

Having Shiri on their heads the slaves were taken away from crowded places, so nobody heard their sufferings, and they were left in the open fields under the burning sun without water and food. Incredible sorrows lasted for several days. While drying, the lather pressed their heads like a metal hoop. In a day shaved hair began to grow on their heads. Sometimes, having no way out, the hair turned down into the scalp causing even greater suffering. Those who survived (1-2 strongest men) became slaves forcibly deprived of memory and, therefore, they were very valuable because they were ready to die for their master. They were like silent animals who obey only their master, completely humble and secure, unable to disobey and rebel. They recognized only their master like dogs. They complied with master's demands blindly, diligently, and steadily.

The worst thing is to destroy a human memory, destroy the mind, to tear the roots of things that stay with a man till his last breath, namely his native language, mother's eyes, the sound of the river, the images of people he grew with, his girl's name.

One day, Neumann-Ana got to know from the merchants that they had seen a "mankurt", a very young one, who had his moustache just started to break through. But he remembered neither his father nor his mother. He also did not remember what Juan-Juans had made with him. All the time he was holding his hat that was tightly pulled over his head.

The mother's heart trembled. She stocked with food and water and gathered to go. When she saw and recognized her son she ran to him and began to cry bitterly, "O, my dear! I've been looking for you everywhere! I'm your mother". She kept crying stunned with grief, hoping that her son would recognize her. But her son looked at her like nothing had happened, gave her indifferent stare holding his cap. Mother's tears and cry did not cause even a bit of his compassion.

Juan-Juans came twice. Twice the mother hid in a deep ravine. Then they started beating the "mankurt". He said,

- She says she is my mother.

- No, she is not your mom! You have no mother! Do you know why she came? She wants to rip your hat and scald your head.

After these words the “mankurt” turned pale, grabbed his hat and began to look around like a beast. An old Juan-Juan put a bow and arrows in his hands. When the mother came back, hardly she shout, “My son! Do not shoot!”, when she felt an arrow get into her left side under her arm. It was a fatal shot (Ch. Aitmatov).

The choice of the optimal variant of the lecture beginning is the key to its further success.

Many times I had to be convinced that the teacher’s ability to choose an optimal variant of the beginning of communication, which is the key to further success, plays a great role in pedagogues’ work, and, according to Chesterfield, not only successful communication. He wrote, “I often saw how a man's destiny once and forever was determined by the first words he pronounced in a particular society, ...if the speech makes a bad impression at first, surrenders do not want to recognize the merit of that man, though he may have them.” [3, 63].

The same can be said about the fate of mutual contact between the reader and a book. If the beginning is unfortunate, it immediately breaks down the book. Not accidentally L. M. Tolstoy rewrote the beginning of one of his most famous novels 15 times trying to create the best variant.

Talking about the stages of communication between the actor and the audience, which, in our opinion, are quite useful for the lecturer’s activities, Stanislavsky in his book “Actor’s Self-Improvement” dedicated three of five stages to the initial period of the actor’s behaviour on the stage as a guarantee of successful perception of his game by the audience:

The first stage. Actor’s coming upon the stage ... looking at all those present.

Orientation and selection of the object.

The second stage. Approaching the object, drawing attention to the actor.

The third stage. Sensing the object’s soul with the eye feelers.

Only then goes *the fourth stage* – the transfer of actor’s visions to the object [9, 388 – 389].

To the same extent it refers to the lesson, “an intriguing beginning” or “emotional plot” of which helps to establish a contact with the class immediately

and to minimize the waste of time connected with the transition of students impressed by the break to academic activities in the classroom.

The above-mentioned skill is of great importance in the sphere of “teacher – lecturer”, “teacher – orator” because further communicative conquest will depend on the fact whether he causes live reaction and “touches” consciousness, prepares and “brings” audience to himself at the beginning of the lecture.

Thus, comparison of the listeners’ reviews from two different audiences to a lecture -debate “We live only once ...” (**Illustration №3**), which was once held at the Central Lecture Center in Vinnytsia, showed that it was much more successful in the audience that was more difficult by its composition due to unusual start.

On the eve of the lecture, the speaker was told that the listeners would be schoolchildren of 8-10th grade from three different schools and one vocational school. Anticipating the difficulties connected with the features of this age and the fact that the participants would not come to the lecture at their own will, it was necessary to work hard on its content and composition. There was a version of the lecture beginning, but at the last moment it was replaced by an improvised one.

Approaching the lecture hall, the lecturer saw a poster with the title of the lecture -dispute at the end of which was “!”... Having entered the room, instead of announcing the theme of the lecture he applied to the noisy audience with a question:

“Right now, on my way to the lecture hall, I have seen a poster with the title of our conversation today and found a serious mistake there. Who of you have noticed it?”

There immediately established silence, which was so important for a productive beginning ... Then the lecturer asked a leading question telling an episode from the life of Victor Hugo who had once sent a new novel to the publisher having added a sheet of paper with a single sign “?”. The response of the smart publisher, who positively evaluated the novel, consisted of a blank sheet of paper with a single sign “!”.

One of the students mentioned that after the title of the theme there was an exclamation point, which claimed the expression “We live only once” as the absolute truth. And that was the mistake.

“And what sign is the most appropriate here and why?” - followed the lecturer's next question. Such a “little thing” initiated beginning of an interesting conversation.

Scientific and methodological literature on the problems of oratory describes various methods of the “involving beginning” of the lecture. However, in our opinion, it would be appropriate to point out some conditions, without which even the most interesting of them can “fail”.

Firstly. The first words are able to “turn on” the audience in the communicative process if they are filled with relevant content, directly or indirectly related to the topic of conversation or communicative situation.

Secondly. The beginning of the lecture should be focused on the fact that immediately “involves” students in the processes of thinking, not just surprises. Therefore, according V.V. Ivanyhin, the lecture must begin with both words and thoughts, namely original and deep thoughts that would call for reflection and generate ideas and assumptions.

Thirdly. As it has already been mentioned, it is necessary to consider not only the first words, but also the first nonverbal means, i.e. the first gestures, the first tone, look, etc.

Fourthly. It is important both to attract attention and to keep it during the whole process of communication, supporting “magnetic connection” on both sides. Having caused an interest at the beginning, the lecturer often disappoints the audience in a few minutes if this ability is not based on a stable cognitive basis, if continuation of the lecture is worse than its beginning.

Illustration №4. I remember the case which was told by a former speaker of the Ukrainian radio Vadim Boiko about the application of an “explosive” educational method at the beginning of one lecture.

The seminar program ended with a lecture on oral communication skills.

Tired participants who expected a traditional lecture, which was the last one in the seminar plan, took place in the last rows of a large hall. They took newspapers and books from their bags and “got ready” to listen to the lecture.

When the lecturer came in, he understood that it would be difficult to give a lecture because of two reasons: the first one – tired dissatisfied faces of the listeners; the second one – their far distance from the rostrum because of numerous empty rows of chairs in front it.

The lecturer decided to act traditionally. He came to the audience and asked to sit closer. Somebody’s unhappy voice said, “Who are you?”. “Lecturer”, - said V. Boyko. “A-ah, you are a lecturer! Then, go and lecture instead of changing our seats. It is not your business. We feel comfortable here,”- continued the same voice. Having said nothing in response, the lecturer, who had a good and reasonable sense of humour, got up to the stage, went backstage, put his head out and began to lecture.

The listeners stunned by such unexpected actions of the lecturer put aside their books and newspapers and listened to the words they heard from a man who had suddenly raised their interest. There was silence in the hall. That was the very thing that the lecturer needed at the beginning. Then, the information was becoming more interesting. The listeners sat closer, and the lecturer came to the rostrum and continued to lecture in a complete silence.

Methods of students’ attention activization at the beginning of the lecture

Let’s consider some specific techniques, the success of which has been repeatedly proven during long-term work in the higher educational establishment. All of them are aimed at providing a psychological set that, firstly, mobilizes the mind; secondly, attracts the attention to the content of the lecture; thirdly, helps to keep students' attention not only at the beginning and in the process, but at the end of the lecture, because it usually dissipates while waiting for the bell ring; and what is more, it helps to review lecture content. Let us discuss the techniques that are mostly used:

- Video material which will be presented at the lecture hides some wise advice. I am sure your attitude towards them will be wise. A wise man does not only look but he sees; he does not only listen but he hears.

- Today at the lecture I will intentionally make a mistake, say nonsense. It can be noticed only by those of you who will interpret the content of the lecture, not just record it mechanically. Check your attention and at the end of the lecture I will ask about it.

In fact, the lecturer may not make mistakes. However, this method helps to activate attention.

- At the beginning of the lecture a lecturer warns the students that he will do a timeout or interval in the middle of the lecture and offer a quiz on the material that has been represented. Answers will be assessed by the corresponding grades.

- I will omit an extremely important issue of today's lecture. To find it, you need to compare the text of lectures and a relevant paragraph of the textbook. This issue will begin our practical class by setting a problem.

- Coming up to the important issue of the lecture, the lecturer says to the students, "You may not listen to further information but you must pay special attention to the material you are going to listen to right now".

- I would ask you to remember the statement you'll hear right now.

- At the end of the lecture I will ask you three questions which can be answered only after careful listening to the lecture content. Answers to questions will be assessed with certain grades.

- On agreement with the lecturer a student raises his hand during the lecture and tells, "I disagree with you. Give arguments in favour of your position." This method may not only raise interest to content and attract attention to particular principles, but "enliven" the lecture. Later, the lecturer may reveal this secret.

- Another lecturer's surprise can be as follows: at the beginning of the lecture the speaker refers to the audience with paradoxical words, "Today I am going to give the most boring lecture I've ever had". Then the lecturer may try to

fill bare lecture content with interesting facts, problems proving that any content can be presented interesting and problematically.

- Method of parallel.

I remember how I drew a parallel of our contemporary with H. Rakhmetov, a hero of M. Chernyshevskiy's novel, when talking to the nine-grade students.

Reading about Rakhmetov, I remembered my close friend Valentyn. While Rakhmetov is a hero of the nineteenth century, Valentyn is a hero of the present time. But they have got a lot in common, including serious self-improvement. Valentyn is a student of the Technical University, a modern guy wearing a shabby jeans suit, who outwardly does not differ from his peers. At the same time he differs by his inner world and serious outlook. *Firstly*, he is constantly improving himself physically. He gets up at six o'clock in the morning and goes swimming in the lake. He is healthy, physically developed, satisfied with his life, ready for the life's trials. *Secondly*, he differs by his internal culture and self-restraint. It's nice to talk to him. He does not drink alcohol because he believes that a real man should form his willpower to say "No!" as it is injurious to health. *Thirdly*, he is seriously keen on music, art, he enriches himself spiritually. *Fourthly*, he loves work and can work. I wish you did not pass by these people. Such people are worth being your friends.

- Appeal to the means of art (poetry, music).

... *One day*, - says one of the University lecturers, - *I was asked to speak to the students of the vocational school with the lecture titled "Administrative and Criminal Liability of Minor Children". Half an hour before the meeting I was sitting in the office of the deputy director, who complained of a large number of offenses committed by the students, and asked to speak to them strictly. Then I was invited into the lecture hall. There were a lot of guys. They were noisy, they were running, banging the seats, shouting and whistling, laughing loudly, paying no attention to me or to their teacher, who unsuccessfully tried to shout that noise down. Without waiting for the silence, I asked loudly, "Guys, do you know at what age a person becomes amendable for crimes?" The room filled with laugh. It was*

possible to hear the cries, “We know! At fourteen!” The noise increased. I began to speak again, but my words about the Criminal Code, about inadmissibility of antisocial acts could not be heard because of the noise and I felt that I failed to hear my voice as well... At that moment I stopped speak looking at the back rows. Should I leave? No! Nevertheless, I will make them listen ... I started to read a poem by Blok, whom I loved very much. The second stanza was read in a complete silence. When I finished, I was unexpectedly rewarded with applause. I did not recognize the teens. Where did the emptiness and indifference disappear?! Their eyes were shining, shining with joy, gratitude, and interest.

Conclusion. To reject from the lectures as a form of students’ academic activity in higher school because of modern innovative information technologies is the same as to refuse classical music, literature and visual arts. Classics cannot be out-of-date, it’s time is never up. The alternative of the lecture can actually be fashionable and modern, but not every innovation is rational and progressive. On the contrary, innovations may sometimes destabilize functioning of the educational system and provide additional difficulties. We’d better talk about searching for new ways aimed to improve lectures in the present-days situation, focus them on the development of modern students, and improve lecturing skills of the university lecturers, which can be a subject of our further research on lecturing in higher school, the ability to present in a generalized and systematic form a large amount of material. The importance of the lecture is based on the possibility of parallel presenting the content of lectures with explaining, elucidating, commenting, etc.; efficiency of acquaintance with the educational material in time, so far as the content of lectures is the result of generalization and systematization of a large amount of material; in this regard, the student is able to learn much more information than during the same time of the individual activity; there is an opportunity to acquaint the students quickly with the latest scientific achievements.

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