METHOD OF ORGANIZING LECTURE CLASSES IN HIGHER EDUCATIONAL INSTITUTIONS

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Annotation. *This article presents the structure of organizing lectures in higher education institutions. The content of the use of this structure is also highlighted.*

Keywords: *digital technology, information and educational environment, cloud-based educational platform, vitagen, web quest.*

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The educational process organized in a higher educational institution is systematic, but at the same time a comprehensive and multifaceted process, and any innovation introduced into it yields its results [1]. Therefore, one of the important issues remains the improvement of the mechanisms for organizing lectures in higher educational institutions based on the mutual adaptation of modern teaching aids and educational technologies.

Therefore, it is important to develop new approaches to organizing lectures in subjects, in particular, in the subject "Digital and Information Technologies." One of the ways to effectively organize lectures on the subject "Digital and Information Technologies" is the implementation of information and educational environments and cloud-based educational platforms located at the locations of the global network. The lecture, organized using environments located at the locations of the global network, plays an important role in the development of the scientific worldview of future teachers and the implementation of the function of lesson design in professional activity. Therefore, when teaching future teachers to design lessons in their professional activities, it is important to use educational environments located at the

locations of the global network for lectures on the subject "Digital and Information Technologies." Because by organizing lectures using educational environments located at the locations of the global network, it is possible to actively involve future teachers in classes. And this depends on the professor-teacher's skill in the effective use of information technology tools.

"One of the main tasks of the professor-teacher conducting lectures is to effectively convey the planned educational information to each future teacher, to develop their knowledge, skills, abilities, and competencies" [2]. "Therefore, in lectures, attention should be paid to such characteristics as the simplicity of explaining the topic and the ease of perception, as well as the coherence, continuity, coverage of relevant questions, and careful selection of educational materials related to the topics" [3].

Lectures delivered with pedagogical mastery equip students with theoretical knowledge, recommendations, and guidelines necessary for practical classes, independent learning, and working with supplementary educational literature. "The purpose of lectures is to provide students with knowledge about new ideas, concepts, laws, and ideas during the educational process, to further develop the knowledge, skills, and abilities acquired by students in previous lectures, and to orient them towards work of educational and practical significance" [2]. It also increases the interest, aspirations, and responsibility of future teachers. Based on the continuation of the lesson, this is repeated. At this time, actively participating students and those who express clear opinions become assistants to the lecturer.

"During the lecture, the topic gradually begins to be connected with the student's life and educational activities, as a result, answers are also found based on short discussions. In lectures conducted in this manner, students don't notice how time passes. Wanting the lecture to continue, indifference is replaced by vigilance, inner aspiration, search for solutions, and they themselves strive to contribute to their personal participation in finding solutions"[2].

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Such lectures on the subject "Digital and Information Technologies" increase the mutual activity of professors and future teachers. Calls for further discussions. While participating in future teachers' lectures, they want to continue with future lectures. Any lecture on the subject "Digital and Information Technologies," conducted at a high level, although it is rich in facts, but lasts a long time, reduces the ability to attract the attention and listen to future teachers. Therefore, organizing lectures on the subject "Digital and Information Technologies" with the use of modern teaching aids is effective in organizing effective classes.

Therefore, within the framework of the study, a structure for organizing lectures on the subject "Digital and Information Technologies" was developed (see Fig. 1).

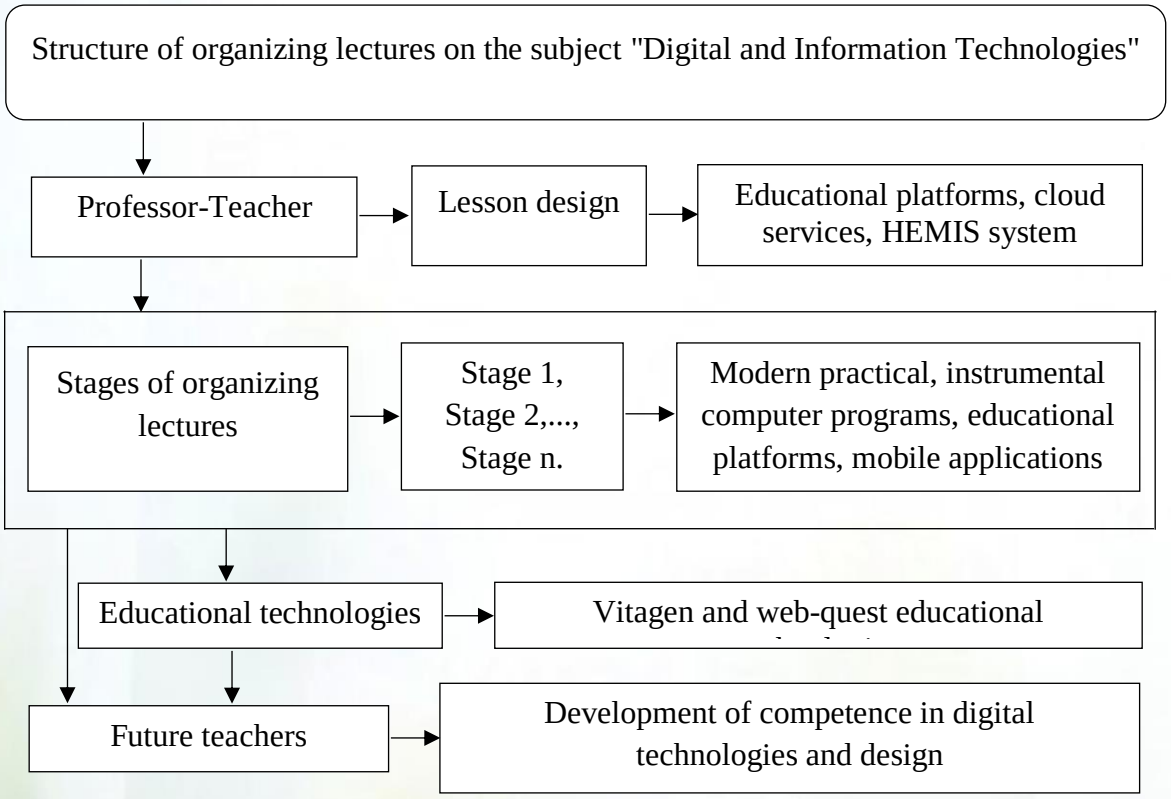


Figure 1. Structure of organizing lectures on the subject "Digital and Information Technologies"

Using the proposed structure, it is planned to organize lectures on the subject "Digital and Information Technologies" in pedagogical higher

educational institutions based on the mutual integration of vitagen, web-quest educational technologies and educational platforms, cloud services.

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