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LECTURE AS AN INSTRUMENT
OF DISTANT TEACHING TODAY

Yevheniia Protsko, Candidate of Pedagogic Sciences (Ph.D.), Docent, Associate Professor at the Department of English and Methodology, Pavlo Tychyna Uman State Pedagogical University.
ORCID: 0000-0002-8806-4919
E-mail: ye.protsko@udpu.edu.ua

The article deals with the analysis of lesson forms as alternative activities during distant teaching, including the lecture as a group online shape for teacher-students cooperation that is applied at higher educational establishments of different academic levels. None can stand separate to the current events, and the whole native educational system in general and teachers, in particular, should adopt their occupation as well. That facilitates and proves the process of online communication and teaching, thus promoting teachers to reinterpret their way of teaching. It is an urgent time to use both synchronic and asynchronous forms to teach students distantly.
Keywords*: distant teaching; distance learning; alternative activity lesson forms; Internet resources; synchronic and asynchronous forms of education; creative teacher; higher educational establishment; lecture.*

ЛЕКЦІЯ ЯК ФОРМА
ДИСТАНЦІЙНОГО НАВЧАННЯ СЬОГОДНІ

Євгенія Процько, кандидат педагогічних наук, доцент, доцент кафедри англійської мови та методики її навчання, Уманський державний педагогічний університет імені Павла Тичини.
ORCID: 0000-0002-8806-4919
E-mail: ye.protsko@udpu.edu.ua

Описано нетрадиційні освітні форми в умовах дистанційного навчання, зокрема лекції як форми групової організації та взаємодії викладача зі студентами, прийнятної для використання у закладах вищої та середньої освіти різного рівня. У час глобальних освітніх змін, на порозі яких ми стоїмо, тотальна інформатизація суспільства надає можливість широкого використання асинхронних форм методичної роботи педагога, застосування різних всєдоступних інтернет-серверів та платформ. Це спонукає вчителя переглянути свої методи навчання, бути обізнаним у цифровій сфері та застосовувати ці навички у віддаленій освітній діяльності. У своїй роботі ми аналізуємо лекцію як головну форму групової роботи зі студентами, спосіб надання першоджерела інформації, визначаємо можливість її використання синхронно та асинхронно. Ми розглядаємо лекцію та відеолекцію (у межах дистанційної форми навчання) як першоджерело поширення та отримання здобувачами освіти інформації для реалізації в синхронному та асинхронному режимах роботи. Цей засіб організації навчальної діяльності сприяє вільному, всєдоступному, дешевому та прямому, безпосередньому контакту з ними, стимулює до ухвалення рішень, вивчення нових тем, отримання та закріплення нових навичок, підвищує мотивацію здобувачів освіти.
Аналіз останніх досліджень підтверджує думку, що сьогодні дистанційні форми організації

навчання є досить поширені серед усіх учасників освітнього процесу як середньої, так і вищої школи. Вони допомагають молоді поєднувати освітні, особисті та пізнавальні інтереси, розвинути навички самостійної роботи, самодисципліни та самомотивації.
Ключові слова: *дистанційне навчання; нетрадиційні форми організації освітнього процесу; інтернет-ресурси; синхронний та асинхронний формат освіти; креативний учитель; заклад вищої освіти; лекція.*

Implementation of online technologies at higher educational establishments in Ukraine appears to be a challenging factor today. The increased interest in distance learning and teaching manifested itself several years ago before the pandemic; though at present educational society stands before inevitable introducing it, accepting and showing all weak and strong sides of distant learning, activating its studying, approbation, and use.

The previous recent situation also has shown active propaganda of another learning form – blended. We support the idea that it may provide qualitative education if it provides an effective mixture of indirect (using online technologies) and direct interaction between students and teachers. A wide spread of blended learning may promote accessibility and inclusiveness of education; flexibility for those participants who are not able to attend direct studying (working students, those who have little children, participants with special educational needs, etc.); individual student's learning line; demonstration of the course to the potential applicants [7, p. 4–5].

But today it is an urgent and extreme time when direct contact between the educational process participants is limited. Higher educational establishments in general and their teaching staff, in particular, are due to plan and organize teaching hours with students indirectly via online technologies. Thus, implementation of blended teaching and learning is impossible presently. A teacher may provide either synchronic or asynchronous form [4, p. 21].

Nevertheless, at the present time at higher educational establishments, the main forms for organizing education include lectures, practical, individual lessons, and seminars. Their organization and implementation via distant teaching require correction and specification. Here we describe the organization of lectures under new urgent conditions.

Present scientific and pedagogical literature also comprises the problem of using, forming, and developing distant forms of education. Y. Byhych, Y. Bohachkov, A. Bukach, V. Kukharenko, and T. Svystunova study the state and prospects of distance learning at the establishments of general secondary education. Another element of it – the use of some components of distant learning and teaching at higher educational institutions – is the main line of I. Adamova, Y. Vasylenko, M. Zhaldak, Y. Kravchenko, P. Stefanenko. The process of studying organization while using technologies of open education is described by V. Bykov and O. Spirin. The other scientists M. Lebid, S. Sun, and O. Chorna explain theoretical and methodological principles of distant education, principles of its organization, history of development, ways to increase its effectiveness, and specific features while combining direct and distant forms; they also present the results of its use.

Here we distinguish and determine the distant form of teaching as a separate form for education and its implementation in different academic forms.

Now when we still proceed to extremely distant learning but already demonstrate great positive results that have been essential for the last two years, the problem of how to provide effective conducting of lectures, which is known as a main organizational educational form,

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still requires its detailed studying and specifying [4, p. 21–22].

The aim of the article is to prove the importance of the use of the lecture in distant teaching today at the time of extreme and urgent conditions.

In order to inquire into the raised problem, specifying distance education in general is important to be described. Recently it has been revealed that today at the time of extreme and urgent conditions it may be held both synchronically and asynchronously.

The synchronic form includes online total communication between the participants in a joint environment. They may use specific programs for the audio and visual conferences. Synchronic learning is the closest to the lessons in real-time as a teacher can question a student directly and estimate his answer. It proves better results for mastering the material.

Some disadvantages here appear as well: broken internet connection, technological limits, the impossibility of group discussion and work, and absence of visual contact with the whole class. Additionally, most students show less responsibility for the learning and home assignments accomplishing. It is also difficult to control the student whether he uses additional sources while speaking [8].

The following forms are possible to use by a teacher via synchronic teaching:

- "live broadcasting" (online teaching) – higher education applicants keep contact with the teacher directly; it may include chat, audio, or video communication;
- webinar – audio and visual broadcasting of PP presentations, seminars, and lectures, when the connection between the participants is held up via the Internet and specific application; it usually includes speakers' appearance and the audience feedback in the chat;
- video conference – discussion and approval of the set decisions, debates, projects defense; it happens in real-time when teachers and education applicants have the ability to see each other; for teachers, it is possible to show demonstrative material while lecturing;
- virtual class – a lesson in the virtual environment where some activities of full-time form are being modeled and analytical instruments of electronic learning are used;
- online training – online lesson when participants accompanied by a supervisor may solve practical tasks which are aimed at developing professional and general skills [9].

Asynchronous teaching comprises the interaction when the educational process participants cooperate with time delay; they exchange tasks and their solutions via different applications of distant communication (e-mail, forums, social networks, etc.). It is a more autonomous form of learning that is controlled by a teacher.

Its advantage coincides with operating schedule, an opportunity for convenient daily and working routine at one's own pace. Meanwhile, the disadvantage touches the academic course degradation, socialization reduction, and difficult feedback. While studying asynchronously students are required to spend more effort, correctly organize their time, show a more serious attitude towards the accomplishment of tasks, and possess self-discipline skills [9].

In order to produce effective results, all participants should follow the next rules: teachers are to indicate exact deadlines for the tasks to be done and perform approximate lessons schedule; asynchronous teaching may be implied for different forms of digital and

online learning – a teacher may record his own short video lessons or tasks which are to be solved by the student independently; it is of the same importance because of the students who need more time for mastering the issue, or the participants of different educational needs – it is the way to supply differential approach in education.

The following forms are possible to use while asynchronous teaching:

- MOOC – massive open online courses with interactive exercises and open access via the Internet: Coursera, EdX, Udacity, Prometheus. EdEra;
- online literature – electronic books and reference books, virtual working books, synopses, etc.
- blog – a website including records, images, or multimedia that are regularly filled up';
- forum – a form for communication between teachers and higher education applicants at distant learning; it also provides tasks exchanging as it secures attaching files of different types and sizes;
- chat – relations of Internet users in real-time, a means of operative immediate communication; it may be textual, vocal, audio, and video;
- electronic mail (e-mail) – a standard Internet service that includes sending messages in textual and other forms (graphical, sound, and video) [9].

Table 1

Comparison of synchronic and asynchronous teaching

	Synchronic form	Asynchronous form
Advantages	• quick feedback of a teacher: he can immediately explain some difficult notes and data; • organization of group work; • development of communication and cooperation skills; • motivation to learn while communicating	• flexible and convenient schedule; • opportunity to master the program at one's own pace; • constant access to educational materials; • development of self-organizational skills
Disadvantages	• necessity to synchronize the schedule and adjust to the general learning pace; • opportunity to interact with a separate student simultaneous and impossible appliance of a group help; • personal teacher's factor; • high-quality Internet connection is required	• impossibility to get a quick teacher's response and explanation if the material is difficult for mastering; • difficulties in development of the skills that are necessary for cooperation with the teacher if working off is required; • high-quality self-studying skills are required

In the context of the study subject, it is significant to highlight that today lecture as a separate teaching form takes an important place in the educational process of a higher educational establishment. Its advantage is repeatedly proved and is considered to be a methodological and organizational basis for the other educational lessons [6]. Meanwhile, some disadvantages are presented: it provokes reproductive studying that applies the brake to student's creative independent mentality; a teacher is no more the only source of knowledge and information as student's self-study is more effective here; it makes the recipient keep his position of the object of the educational process and limits differential approach; lecture is regulated in time – it doesn't apply the possibility to describe the issues properly.

Thus, to cope with the stated difficulties provided by the lecture, it is important to go beyond the traditional methods – here appear the non-traditional new forms of it. In this context, scientists provide mini-lectures, multipurpose lectures, problem lectures, brainstorming lectures, lectures with planned mistakes beforehand, lecture-conferences, lecture-press conferences, lecture-conversations, lecture-briefings, lecture-excursions, binary lectures, and interactive lectures. These new forms activate students' mental activities, develop critical thinking, mobilize intellectual potential, provoke improvisation and teach the culture of pedagogical communication.

We support the idea that the skills applied to use the means of nonverbal communication (gestures, facial expression, pantomime, speech technique), to set visual contact, and control space disposition are of great importance for the effective interaction of a teacher and his audience. Thus, O. Kozlova proves that in order to support effective cooperation with the class a teacher needs constant control over the following nonverbal signals; most time to spend in the classical speaker's pose; move along the room from time to time; perform natural, clear, and functional gestures; speak clear, at medium pace; change his rate in accordance with the content; look kindly; support constant visual contact with the audience [5, p. 69].

It is fairly obvious that distant education levels most of the indicated skills as technical opportunities narrow lecturer's abilities (absence of visual contact with every student, loss of emotional coloring, etc.). It influences the quality of education: decreased trust in the teacher, reduction of students' concentrated attention, and loss of immediate feedback. It proves and justifies the problem of promoting students' cognitive activity and new methods for a lecturer to perform all his skills indirectly, via the monitor.

While forming the professional competencies of a would-be specialist, a student's active cognitive activity is of great importance. It is stimulated by his independent mental performance, studying interest and initiativeness, cognitive independence, and mental efforts used when solving a set cognitive task. Thus, the above facts including personal pedagogical experience provoke a new way of lecture conducting which at distant teaching may stimulate student's activity. It may transfer the information from a lecturer to the audience more effectively; create the conditions for active listening and knowledge exchange.

We share the idea of Olena Dutko and Inna Lebid in dividing the lecture into four parts, each of them differs in the way of cooperation, the type of actions, and the activity level of every participant [4, p. 23].

The first (introductory) part comprises active communication between the educational process participants. It is the time when video contact is of great significance that stimulates increasing interest in the lecturer's personality, other students, and the desire to cooperate, and activates the attention. Here the theme and purpose are announced, the gist of the lecture is indicated, and the main problems and disputed statements are introduced. The teacher may use PP presentation to confirm what has been said or use some phrases of the type "Today we are going to compare unusual and rare facts…", and "Today we are going to reveal the secret…" in order to capture students' attention and intrigue them.

The second part of the lecture inserts students' individual work with the printed lecture that has been prepared previously by the lecturer. The scientists emphasize on the text to be systemized, clear, comprehensible, and not large in volume adding important moments, underlining or making some notes if it is necessary. This part of the lecture is to be clearly identified in time and announced to the students. At this time the teacher is still online if some

questions or obscurities appear. The chat can be implemented here as well.

The next stage includes returning to the active communication when the teacher asks students a number of questions that helps him identify which issues are to be explained additionally.

It may be performed in the fourth phase where an active role is transferred to the lecturer when students easily listen having the text of the lecture before their eyes. There appears no necessity for the teacher to speak on the whole material, he pays his attention to the most complicated issues using the PP presentation, some questions to the class, intriguing appeals, so-called occasions (autobiographical stories, interesting facts, legends, or anecdotes) or even deliberate mistakes that are to be identified and corrected by students.

The described lesson covers the synchronic occupation of every participant of the educational process. Its singularity comprises the open, clear, and easy opportunity to be used by a teacher, and does not require any specific organizational steps or changes in curricula, schedules, etc.

The form of the lecture is possible to be changed depending on the text complexity level, students' experience to organize self-study work, etc. One more variant is to give students the opportunity to work with the lecture previously, before the class. The teacher may also propose a methodological guideline to work with. Students may also make questions about the problem raised. Thus, in the face-to-face online communication the discussion and disputes on these issues may be presented (stages three and four are realized here).

We support the idea that video lecture is appropriate likewise. It is to be explained as a combination of multimedia presentation (representing demonstrative material to the lecture via slides), and means of navigation that help control the viewing (stop, pause or resume, rewind forward or backward) [4, p. 25]. Its value is proved by the fact that the viewing isn't limited by time, place, or duration, and permits moving along the material in accordance with personal abilities and studying pace.

We present the pieces of advice of present pedagogues H. Buschak, H. Dzhevaha, and S. Breim to be followed if creating effective video content:

- to indicate the form of video content according to the educational purpose and theme of the lesson (video review, video lecture video masterclass or video instruction, etc.);
- to think over and write down the script or timing scheme;
- to choose the place for filming and make it ready;
- to prepare the text of the lecture;
- to find the appropriate didactic material and equipment for filming;
- to make the feedback ready beforehand;
- to choose the way for introducing the material and conduct a rehearsal;
- to film the lecturer and the demonstrative objects from different sides;
- to use interesting video fragments, and special effects while video editing;
- to provide printed comments, and methodological reference books on the video material;
- to post on the site [2; 3; 1].

A foreign scientist S. Breim gives some tips in order to promote students' motivation in watching educational video content:

- make a short video, as the proven fact is that students are attracted by the video

content for only 6–9 minutes;
- use colloquial speech; thus, students feel to be social partners with a teacher – it motivates them to make more efforts in studying;
- speak fast and enthusiastically: students' interest growth when speaking pace on video increases;
- audio and visual elements should complement but not distract – use them to explain the most difficult and disputed moments;
- emphasize important ideas or concepts, and indicate them;
- insert video into the context of active reading, and use base questions or interactive elements [1].

It is important to realize that video content doesn't coincide with a video record of a traditional lecture. It is denoted as a specifically organized teaching instrument containing necessary components to promote educational material comprehension, and the subject interest. Video content quality usually depends on the teacher's computer literacy, teaching creativity, and ability to develop and use the methods of indirect influence on the audience.

Today at the time of new challenges distant teaching and learning again come to the fore. It implies implementing new forms to work with students that comprise video conferences, students' self-study work with different sources, project works, training, etc. Here the lecture in general as mutual cooperation method and video lecture as a form of asynchronous indirect interaction appears to be one of the basic configurations for rendering new studying information.

Together with the lesson structure "one to many" (group work, traditional lecture) the promotion of teacher-students cooperation "one to one" (individual work, video content, and video lecture) is indicated as a part of our study. It comprises both advantages and disadvantages. While positive uses have been previously identified within the subject of the article, the sphere of negative implementation includes its longer duration, sometimes less effectiveness that may be caused by the lack of students' self-discipline, self-organization, self-motivation, and control.

Nowadays being a prominent and successful teacher means adopting one's methodology to the time challenges, and being ready to work both directly and indirectly in every studying form (individual or group). It is the use of Internet services within the sphere of distant teaching and learning that may apply students of any specialization to get the necessary communicative, theoretical, and practical skills, and meet the present native and foreign requirements of a competent specialist.

The received results of our analysis present a minor part in the research of distant teaching and learning forms. Thus, the whole field of varied forms, methods, and teaching instruments need further investigation. At the time not only of native but undoubtedly global changes, when the traditional teaching system within direct teacher-students cooperation demands detailed analysis and adaptation, perspectives of the further research are justified and identified as proven and indisputable.

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