

A COMPARATIVE EVALUATION OF ACTIVE LEARNING AND CLASSROOM LECTURE METHODS

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ABSTRACT

At this time, when the majority of language teachers recommend using active teaching methods as opposed to the traditional lecture method, it is crucial to consider the students' perspective, which will aid in fostering their positive learning motivation and overcoming the challenges associated with the transition to active learning. The teacher was always a person who not only imparted knowledge, but also influenced students with the substance and force of their words. The results demonstrate that the perceptions of students and educators regarding the traditional lecture method differ. The results of a survey indicate that during a traditional lecture, students effectively acquire a great deal of educational information, participate actively in the training process, and conduct independent research in areas that are not discussed in class.

Keywords: teaching methods, traditional lecture method, active teaching methods, learning motivation.

Introduction

The use of active learning methods in pedagogical practice is a solution to the problem of enhancing educational activities aimed at overcoming higher education problems such as the need to develop critical thinking, cognitive activity, and cognitive interest. Particular attention is paid to problem-based learning, in which the teacher, by systematically creating problem situations and organizing the activities of students to solve problems, ensures the optimal combination of their independent, problem-solving activities and assimilation-ready scientific conclusions. The objective of problem-based learning is the formation of cognitive independence in students, the development of their logical, rational, and critical thinking, and it entails not only the assimilation of the results of



scientific knowledge, but also the very path of knowledge, modes of creative activity.

Literary analysis and methodology

According to proponents of active learning methods, the primary drawback of the traditional lecture is that it permits students to be inert recipients of "ready-to-use" information. Students avoid personal responsibility for learning [3]. Moreover, the knowledge acquired during such lectures is relatively superficial and fleeting [1].

Thus, educators are frequently compelled to employ strategies that place students in charge of their own education. Typically, data recommendations are made without considering the number of students in the group, the specifics of the subject being studied, the psychological characteristics of students, or the cultural and educational traditions of the school. In addition, it must be borne in mind that in order to achieve high-quality results from the use of active learning methods, the teacher must have received the proper training, which includes psychological restructuring and specialised training in the design of such a lesson, knowledge of active methods of teaching, moderation technology, and psychophysiological characteristics of students.

Some foreign researchers caution that for active methods to be effective, educators must provide consistent guidance and implement a clear system. Students who study with little guidance from the instructor perform inadequately academically [2], [4].

Analysis of the results of a student survey (general sample) reveals that students prefer a teaching style that corresponds with their learning philosophy. If students perceive that learning consists of memorization, they prefer traditional lectures. If learning is based on comprehension, however, students prefer active participation-required methods. In addition, a person's self-assurance and knowledge affect their perception of particular methods. Lastly, higher-achieving students favour a participatory approach. Studies by a number of foreign authors show that students are more motivated when they like the teaching methods they practice [5], [6].

The results of a survey indicate that 93% of respondents have a favourable opinion of traditional lectures, whereas their opinions of active learning methods are either extremely positive or extremely negative.

In accordance with the experiment's specifications, the conditions for its implementation were established. The training was conducted using the traditional lecture format with a PowerPoint presentation show. Students were permitted to take notes (course



materials were not provided), but other activities were restricted. Multiple times during the lecture, the instructor posed queries and received verbal responses. Students passed the exam in this discipline upon completion of the course.

At the conclusion of the investigation, students were requested to complete the questionnaire. How frequently did the instructor encourage autonomous activity and problem solving? 72% said "almost always", 21% said "usually", 2% said "sometimes", and 5% said "almost never". 77% of respondents believe that teachers "almost always" encourage students to be cognitively active during the learning process, while 16% and 7%, respectively, hold this belief. In response to the query, "Did the course help them develop their ability to apply learning material to improve problem-solving skills? ", 51% of respondents said their progress in this area was "very high," 40% said it was "high," and 9% said it was "medium."

Discussion

The findings indicate that students do not share a negative view of the traditional lecture method. Students feel they are working hard work during the lecture in order to get a good mark. They are firmly are convinced that they will learn a lot by this method, and believe that material is absorbed thoroughly and for a long time. Students recognize that they depend on teacher regarding the quality of their teaching, but believe that through lectures the teacher promotes the development of independent thinking and involve students in the learning process. Many students believe that learning using the traditional lecture method; they can apply the learning material to solve the problems posed. Many components of active learning methods, such as creative nature of educational and cognitive activity, independent thinking, involvement in the learning process, as well as the ability to apply the acquired knowledge for solving problems, according to students, is present in the course traditional lectures. However, some of the students' submissions fully correspond to what proponents of active learning consider the main disadvantages of lectures. The survey data indicate that some respondents recognize what the teacher determines for them when information relevant when it is part of a concept or used to develop skill. Paid group students say they pay to be taught, not for them to learn on their own.

These results allow educators to better understand why many students resist, and often hostilely perceive the attempts of the teacher use active learning methods. Students likely do not see the benefits transition to a method that forces them to be more independent and active.

Results



The results obtained can be interpreted from two points of view, each of which has its own educational overtones. First, quite it is possible that students' perception of a traditional lecture does not match objective reality. For example, students can judge performance teacher based on whether he creates a relaxed for students atmosphere, regardless of how effective the learning process itself is. It is possible that students overestimate their abilities. In this case opponents of active learning methods are right in their assessment of the shortcomings of the method traditional lecture.

An alternative interpretation of these results is that students' perceptions of the traditional lecture method are objectively accurate, and this method can be just as effective for teaching students as methods aimed at the development of active learning.

The plurality of established paradigms considers the goal of higher education from different positions, in different contexts, on different theoretical and methodological grounds. In the last decade, scientists have noted the prospects polyapproach, multi- or polyparadigm in the research strategy; focus on practical results in pedagogical design. The polyparadigm approach is considered as a cumulative implementation of several paradigms and assumes the dominant role of the leading paradigm, which others do not, opposed, but complements it according to the principle of synergy. It seems to us that education should focus on the interests of the individual, on the formation of his erudition, professional competence, development of creativity and general culture. The teacher in his professional activity uses the classification and group of methods that most fully help to implement those didactic tasks that he sets before the lesson. And active methods learning and traditional lectures can be an effective means of engaging students in educational and cognitive activities.

Conclusion

Note that many aspects of the problem under consideration require further study. Results may vary depending on the specific teacher, type and type of higher education institution, group size, course and subject studied.

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