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The Need and Importance of Modern Lectures in Higher Education

Rakhimov Oktyabr Dustkabilovich & Azizova Iroda Furkatovna
Karshi State Technical University, Uzbekistan
Karshi International Innovation University, Uzbekistan
rahmat1959@mail.ru

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Abstract

The rapid expansion of modern information and communication technologies and the development of distance learning have renewed debates on how educational models and organizational forms should be aligned in higher education. This article examines the relationship between the educational model and the organizational form of teaching by focusing on the contemporary lecture as a central element of the higher education instructional process. Through a historical and conceptual analysis, the article traces the emergence and evolution of lectures in higher education, outlines the current forms and pedagogical necessity of modern lectures, and distinguishes their main characteristics and functions. Particular attention is given to the distinction between passive and active lectures, the respective roles of teachers and students within these formats, and the ways in which different lecture designs contribute to engagement and learning outcomes. The analysis highlights that, despite the diversification of instructional formats enabled by digital technologies, the modern lecture retains a pivotal place in the formation of professional competence among future specialists when it is aligned with

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innovative, student-centered, and technology-enhanced educational models. The study concludes that a pedagogically reoriented lecture—integrated with active learning strategies and informed by contemporary information and communication technologies—can effectively support the development of professional competence and should remain a core organizational form within higher education.

Keywords: Higher Education; Modern Lecture; Organizational Forms of Teaching; Information and Communication Technologies; Professional Competence

INTRODUCTION

The widespread integration of modern information and communication technologies, innovative pedagogical technologies, electronic textbooks, and multimedia tools into the educational process in higher education is considered one of the fundamental factors for the radical improvement of education quality. Similarly, the quality of education is ensured by such factors as educational standards, curricula, the scientific and professional qualifications of professors and teachers involved in the educational process, the capabilities and aptitudes of students, the material and technical provision of the educational process, educational technologies, and the quality level of managing the educational process.

World experience demonstrates that the broad penetration of information and communication technologies and the Internet into the field of education is also opening a major path towards the globalization of educational services. Developed countries, taking into account such positive aspects occurring in the field of education, are increasingly making the widespread use of information and communication technologies a requirement of the era for enhancing the quality of education.

METHODS

The study used analytical, predictive, comparative and statistical analysis methods, as well as empirical methods: questionnaires, observation, test questions, interviews, open-ended ideas, and analysis of experimental test results.

RESULTS AND DISCUSSIONS

In higher education, the emergence of new educational forms based on creating new knowledge through the application of the most modern digital and pedagogical technologies, emphasizing independent study, self-development, and self-assessment, as well as the establishment of open universities based on distance learning, raises the following questions:

- what should the organizational forms of education be while new innovative pedagogical technologies and modern information and communication tools are being utilized in education?

- what role should lectures play under such conditions?

- what is the actual place of modern lectures in the education system?

- what should be the position of lecture sessions in educational institutions under these circumstances?

- do traditional lecture methods meet the needs of our students?

The pertinent questions raised above are considered one of the current and pressing issues today, requiring comprehensive scientific research work. Below, we will pause to consider some thoughts and observations regarding the solution to this problem.

The formation of market economy relations and the development of a democratic and legal state demand a broad, universally cultured worldview, the retraining of personnel, and continuous self-improvement in the spirit of contemporary requirements.

In higher education, the organizational form of instruction is understood as the pedagogical interaction between student and teacher in various configurations during the educational process. It is well known that in higher education institutions, the organizational forms of the educational process consist of lectures, seminars, practical classes, laboratory work, students' independent work, and various practical trainings.

Any organizational form constitutes an educational model that encompasses the learning objective, content, and other elements. The organizational form of education reveals the essence of the educational model. This symmetric connection between the educational model and its organizational form helps professors and teachers to discern numerous trends within their professional environment and to make the correct choice in how to organize the educational process in their own activities.

In the current modern educational process, many examples can be given that illustrate this connection between the educational model and its organizational form. For instance, the rapidly developing open distance education model has given rise to organizational forms not found in other educational models, such as virtual tutorials, synchronous video conferences, and telecommunication educational projects. [1]. However, regardless of what new form the constituent elements of organizational forms in higher education take, the core elements remain lectures, practical classes, laboratory work, seminars, independent work, and practical training. Among these, the lecture holds a significant place in providing students with theoretical knowledge and shaping their practical skills and competencies.

The various forms of lectures [2,3] occupy a distinct place in the educational process, leading to the formation in students of a traditional logical sequence of cognition (perception, comprehension, mastery, reflection, processing, consolidation). The content of a lecture must systematically consist of ideas, principles, laws, categories, concepts, hypotheses, and theories [4]. Therefore, the quality of lectures in higher education remains one of the key indicators determining the quality of education.

The history of lectures in higher education dates back to the XIII-XIV centuries, emerging in Europe with the establishment of the first universities as a primary form of teaching. To this day, it continues to be used as the leading form of instruction in the higher education system. The lecture originated in ancient Greece and was later developed in ancient Rome during the Middle Ages. By the mid-XIX century, the advancement of theoretical and technical knowledge necessitated supplementing lectures with practical exercises to enhance students' independent research and activity. Consequently, lectures began to be viewed as a type of session guiding students in independent work with educational literature.

As noted by the renowned Russian surgeon and pedagogue N.I. Pirogov, a lecture can only be considered a good lecture when the lecturer presents absolutely new scientific material or possesses exceptional oratory skills. By the mid-19th century, in some higher education institutions, lecture-based sessions were experimentally removed from the curriculum. However, this situation proved ineffective, as the level of students' knowledge sharply declined.

By the late 19th and early 20th centuries, teaching methods began to be categorized into "active" and "passive" types. Since students in lectures primarily had the opportunity only to listen, with little chance to add their own information on the topic or express their opinions, lectures were classified as a "passive" form of teaching. Views even emerged that "lectures do not play a significant role in the teaching process."

One of the main issues is that in the current higher education system of Uzbekistan, the lecture is given a leading role in the educational process, with approximately 1/2 or 1/3 of the allocated study load for a subject devoted to lecture-based sessions. Changes in the social environment and rapid transformations in the educational process have also impacted the organizational forms and models of education. Today, the role and format of lectures in the educational process are to a certain extent subject to various debates, and two differing viewpoints have emerged regarding the leading role of lectures in the educational process.

First, opinions supporting the leading role of lectures in the educational process: It is emphasized that "in the current informational space, due to the vast amount of available data, it is precisely the lecture that can guide students, help them access necessary and essential materials; otherwise, they may get lost among unnecessary information and waste a lot of time." Similarly, the lecture is considered a more purposeful form of instruction in cases that require providing systematic analysis on a topic. Modern lectures also demand active participation from students, implying feedback interaction [5]. The necessity of lectures in higher education is explained as follows:

- The lecture is a form of instruction that guides students into the process of scientific work and engagement in scientific activity.
- The lecture is an effective method for activating students' attention when transitioning to a new topic or a new section of a topic.
- The lecture fosters the need to utilize acquired knowledge.
- The lecture is particularly more effective when conducted as a brief introductory session at the beginning of a course or module in preparation for subsequent group activities.

Second, opinions opposing lecture-based sessions: They advocate for relegating the lecture as a "passive" form of instruction to a secondary position or even eliminating it from the educational process, arguing that in an era where information and materials are

abundant, significant emphasis is placed on independent reading and creativity, and audio and video lectures are available.

Furthermore, they posit that:

- A lecture teaches passive acceptance of another person's (the lecturer's) ideas and hinders independent thinking.
- A lecture reduces the efficiency of independent learning.
- A lecture is only necessary when educational literature is unavailable or insufficient.
- In a lecture, while some students manage to understand the content, others merely transcribe the lecture text mechanically.

Pedagogues who hold opposing views on lectures consider them as a supplementary organizational form within the educational process, advocating instead for the advancement of students' independent work as well as practical, seminar, and laboratory sessions as the leading forms. If a lecture is viewed purely as a means of directly transmitting information, then, to some extent, the aforementioned opinions may hold true. This is because, if the lecture is seen merely as a source of information, it cannot compete with the sources and forms of information transmission available through modern information and communication tools today. Therefore, there is a current demand to change the form and methods of lecturing.

Lectures in higher education institutions, having existed as a distinct form of teaching from their inception to the present day, have evolved in their essence to meet the demands of the times and have taken the following forms:

- The lecture as an art of eloquence and oratory;
- The lecture as a form of teaching for the direct transmission of information;
- The lecture as a means of synthesizing information and providing an authorial interpretation;
- The lecture as a form of educational activity conducted in a dialogical format;
- The lecture as a session that presents a topic in a problem-based learning format;
- The lecture as a social phenomenon.

The evolution of the lecture from a form that merely transmits information or data directly into a dialogical, problem-based format, and ultimately into a social phenomenon,

is undoubtedly linked to the application of innovative pedagogical and information-communication technologies in the educational process.

Lecture, speech, presentation are considered universally accepted methods of presenting information on a specific topic. In a lecture, theoretically oriented materials are systematically and sequentially delivered by the lecturer to the audience's attention. According to many indicators, "transmitting or delivering information" is considered one of the most challenging methods. Transmitting data and information through the lecture format is one of the teaching methods in the higher education system and is considered a process that depends on the audience's level of knowledge, qualifications, foundational information, age, and in some cases, gender.

Lecture (from the Latin *lectio* - reading) is the oral presentation of educational material on a specific scientific or political topic. A lecture is a method of delivering information on a specific topic uniformly from the lecturer (one person) to a group of listeners. Typically, in a lecture, the listening audience assumes the role of passive recipients.

In general, the question "What is a modern lecture?" can be answered as follows:

- a lecture is a memorable and powerful debate.
- a lecture is a well-planned and conclusive set of decisions and confirmations regarding new or existing problems.
- a lecture is an interaction and exchange of ideas.
- a lecture is a combination of theory and personal experience.
- a lecture is a highly "adaptive" form of teaching.
- a lecture is a dialogue between someone who knows the subject well and someone who is eager to learn something.
- a lecture is a process, conducted by a professional, that encourages a group of listeners to think, to engage in critical and active reflection, and to contemplate a particular problem during the presentation.
- a lecture is a "live" speech; no medium for transmitting information can replace it; it is "live" communication.

Therefore, many current innovative pedagogical technologies are associated with the use of interactive teaching methods. Some educators understand interactive teaching methods as the use of modern educational-visual materials (multimedia and animated slides, presentation slides, handouts, lecture texts, models and mock-ups of technical devices, etc.) and modern technical tools (computers, electronic boards, etc.), as well as providing lecture texts to students in advance to ensure they come prepared for the class. This, of course, is an incorrect understanding.

CONCLUSION

Currently, as an alternative to lectures as a method of instruction, dozens of interactive methods are being utilized, such as video and film technology, television, multimedia tools, debates and discussions, conversations, conferences, "roundtable" discussions, live magazines, role-playing games, and the like. A teacher delivering a lecture conveys "living" knowledge to students; that is, they do not merely provide information or data on a topic. They present themselves as a scholar, a master of their field, a persuasive orator, and an educator fully engaged with the audience [6,7]. It must be said that contemporary information and communication tools cannot replace the lecture's role. They cannot simultaneously account for the scientific and educational characteristics of the subject, the state of the audience, the psychological laws of cognition, the opportunities for listeners to process the information heard, or the worldview, emotions, and beliefs of the listeners in the way new information technologies do.

Therefore, in modern conditions, the following characteristics of lectures are becoming increasingly prominent:

- informative and Transmission: (Providing direct information and data on the topic);
- motivational: (Awakening interest in the subject, the need for knowledge, faith in theory, and the practical importance of the topic being studied);
- organizational and Directive: (Guidance towards sources and educational literature, advice on organizing independent learning);
- professional-Educational: (Fostering professional loyalty, developing professional ethics and specialized skills);

• methodological: (Scientific methods of explanation, analysis, interpretation, and prior knowledge);

• evaluative and Developmental**:** (Developing abilities to think, comprehend, express opinions, and evaluate).

The information-providing and transmitting function of the lecture is losing its impact. This is undoubtedly linked to the emergence of various information sources through information and communication technologies. Consequently, the role of the lecture's methodological function is growing, driven by an increased need for guidance and independent learning. Based on the above, it is crucial for the lecturer to prioritize the lecture's function when planning it, as this determines the quality and effectiveness of the lecture [8,9,10].

In summary, students cannot independently find the necessary and relevant information in today's information space; they may get lost, and the lecture guides them. However, the lecture should not remain an outdated, traditional method of "presenting" the subject material. The modern lecture must transition from the former "passive" teaching method to an "active" one, incorporating debates, discussions, conversations, and integrating practical work—essentially, it should be organized using interactive methods.

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