The revival of values and meanings of the teacher education: Reflexive-creative approach

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Abstract

The purpose of the article is to determine the values and meanings of a modern teacher in the national and foreign professional education. The results of the research work: the article provides the theoretical analysis and the analysis of the research results which allowed: to clarify the contents of the concept 'creativity', to define it as a significant side of every future teacher's activity; to consider pedagogical values as norms; to determine the basis of creative interaction between a teacher and a future teacher; to determine the strategy of acquisition of both pedagogical values and meanings and methods of construction of knowledge bases on pedagogical disciplines; to identify the possibility of objective evaluation of the results of pedagogical education; to reveal that a lecture is the main organisational form of pedagogical education both in Russian and foreign experience. Conclusions and recommendations: the socio-pedagogical, group and personal pedagogical values of any future teacher are determined.

Keywords: creativity, pedagogical education, reflection, sense, value.

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1. Introduction

Pedagogical education in modern Russia is undergoing significant changes. This is determined by the specifics of the socio-cultural state of society, the requirements for the pedagogical work and professionally developed subjects of the educational process (Malva, Leijen & Baucal, 2019). Furthermore, the above-mentioned situation happens due to the need of our society in creative thinking people who are capable of independent and non-standard solution of professional problems.

The professional training of teachers is associated with:

• the focus on finding the meaning of professional values (understanding-reproduction, understanding-interpretation and understanding-transformation);
• the formation of evaluative-reflexive position [the reflexive knowledge as the basis for determining the prospects of self-control, self-development, creating of peculiar meanings (Carson, 1991) and both creative and critical way of thinking];
• the focus on mastering the values of continuous professional education, self-determination, self-development.

Creativity as the most essential and necessary characteristic of the future teacher's activity is an important factor of the professional development which determines the ability to realise and overcome any barriers of the mentioned type of development, to find constructive ways out of the professional crises which contributes to the increasing of professionalism (Slastenin, 1998; Zagvyazinsky & Strokova, 2011, as cited in Abushkin, Kharitonova Khvastunov & Gorshunov, 2018; Fugelova, 2018; Ryndak, 2016). A new type of economic innovation requires specialists with systemically organised, reflexive, self-organising, creative and moral principles that will allow them to be successful in the teaching process (Antonova, 2008).

In accordance with the teaching activity creativity is defined, first, by the high social value and uniqueness of its product, namely, the formation of the pupil's personality taking into consideration the whole richness of his individual originality (Ryndak & Mikhailova, 2016). Second, the process of teaching activity itself based on the interaction of teachers and students has nothing to do with the standard and teaching cliches (Lin, 2011). Although the variety of the creative tasks of a teacher can be, undoubtedly, different, ranging from making fundamental innovations in the contents, forms and methods of the educational process and ending with the solution of a variety of private issues arising in the specific situations of activity and communication with students (Bondarevskaya, 2010; Byker, Putman, Handler & Polly, 2017; Gnatko, 1994).

The art of being a teacher is also shown with the help of the way he builds architectonics and composition of his lesson; how he organises the independent work of students involving them in the solution of educational and cognitive tasks (Nurgaliyeva, 2015); how he finds contacts and the right manner of communication with students in different situations of school life (Bryakova, 2010). Creativity is not one separate side of the future teacher's personality but the most essential and necessary feature. It can be concluded that creativity is a rather significant condition of the teaching activity, some kind of real professional necessity of the work of any teacher.

In addition, creativity of teachers reflects both their potential, namely, the internal resource of the future teacher, which is manifested in the constructive and non-standard way of thinking (Wyke, 2013). Also, creativity shows the peculiarities of consciousness. This allows us both to identify personal and behavioral parameters of creativity and consider creativity as the resource for personal development which demonstrates positive dynamics of the professional activity and professional development of any future teacher. Creativity provides a constructive way out of the professional crises for a future teacher. According to Slastenin (1998), it also contributes to the consistent development of professionalism, self-realisation in the adaptive, reproductive, aesthetic and creative forms (Florida, 2011). Creativity is connected with the formation of the student's personality, the manner of decision-making in unexpected situations. It deals with the construction of the educational

process in accordance with the peculiarities of children, provides the individuality of any creative action which enriches the world with something new, not existed previously.

The results of the study of the influence of creativity level on the success of overcoming both external and internal obstacles connected with the professional development of teachers allow us to note that it is necessary to develop appropriate specialised technologies. The ones are based on the ways stimulating creative activity and are aimed at the professional development, effective adaptation to the external and internal changes (Maley, 2015). These technologies contribute to the successful development of problem-solving-skills without regarding the existing experience; to the development of search activity that will allow to improve stress resistant features and, at last, change the situation with the least risk in the conditions of uncertainty (Rotenberg, 2018). The mentioned technologies can be used in everyday creativity, during the creation of some original products, ideas. Everything mentioned will allow any future teacher to adapt to the changing conditions as special techniques connected with the development of creative activity act as a kind of humanistic force, some kind of motive of the continuous growth and personal development of the future teacher (Richards, Kinney, Benet & Merzel, 1988; Runco, 2007).

It should be mentioned that the results of individual interviews, consultations, analysis of portfolios, questionnaires, situations, experience of the authors, opinions of teachers and experts, self-assessment, observations and special studies of teachers, feedback on practice were used as the research basis.

2. Materials and method

According to the Delors report (Delor, 1996, cited in 'Rethinking Education', 2015), the professional level and social status of the teacher (attractiveness of his profession; development of his professional knowledge and skills; improvement of selection methods of applicants for the position of a teacher) are being updated. This requires the fundamental pedagogical education of the University type, special attention to the fundamental, subject and methodological knowledge that provides the ability of the teacher to the value orientation in the process of teaching activity.

The complementarity of pedagogical values and meanings is very important. Pedagogical values are some norms that regulate teaching activity and serve, according to Slastenin (1998), as a link between the social outlook in the field of education and the future teacher's activity. Therefore, the meaning reflects the future teacher's active attitude to the pedagogical values (Tryapitsyna, 2009).

Due to the lack of a unified classification of pedagogical values based on the actualisation criterion, we distinguish socio-pedagogical (a set of ideas, rules, traditions that regulate the activities of society in sphere of education), group (concepts, norms that regulate and direct pedagogical activity) and personal (goals, motives, ideals, attitudes and other ideological characteristics of the teacher) pedagogical values.

The development the future teacher's creativity is extremely important for his effective study and future professional activities (Zeer & Popova, 2012). Therefore, in the course of training, we focus our students on the following: deep assimilation and reflection of the pedagogical knowledge system; selection of original creative ideas; development of the ability to detect, formulate and solve creative tasks; generation of ideas; search for the original solutions; evaluation, synthesis, analysis of facts, phenomena, theories, experience of pedagogical activity; stimulation of their participation in the research work conducted at the University, on the territory of the region; organisation of the independent students' work and support of their scientific interests (Ryndak, 2014).

Each student beginning with the first year at the University compiles a portfolio, which reflects the results of his personal abilities, talent and demonstrates the original ways of solving pedagogical problems and unpredictable situations. This provides a greater degree of quasi-independence with significant market responsibility.

The theoretical analysis and the experience of the authors of this article allow us to note that while choosing the topics of lectures and seminars on pedagogical disciplines, preparing and conducting the pedagogical practice, it is important to form the internal motivation to study pedagogical disciplines; teach how to work with information (to find, analyse and structure); teach to work with people (to listen and hear the others, ask questions and answer them in a reasonable way); teach to comprehend and demonstrate the results of personal creativity rather objectively.

It should be noted that creative students prefer experiment, search for something new, conscious solution of problems in the original way, assuming the result; they try to organise activities according to their capabilities and needs. They are ready to risk, test the limit of their capabilities. Creative students possess intellectual activity, intellectual initiative of mental activity, independent creative solution of pedagogical tasks. Both intelligence and creativity are a kind of indicator of professional growth, formation and well-being of every future teacher (Lyakhova, 2012).

According to the results of the research carried out by Sigida (2000) and connected with the development of creativity in the educational process, it was necessary to take into consideration the following: the informational aspect which includes the analysis of nature and contents of both general educational programmes and interpersonal interaction, namely, the system of emotional relationships which contributes to some kind of creative climate in the educational process.

The study of cognitive creativity in the educational process allowed to expand the idea of every future teacher about the genesis of creative self-expression, the development of a person capable of creative self-realisation, to identify the key features of the educational and development process, to reveal the possibilities of the competence formation of any future teacher, to identify and prepare purposefully creative professionals capable of implementing innovations in all spheres of life.

The mechanisms of creative development include creative thinking and creative interaction (Eremina, 2010). Creative consciousness being the non-standard sphere of life is characterised by the predominance of orientation to the innovative activity in comparison with the traditional one; the existence of the so-called innovative scale; the steady (but not excessive) motivation; the existence of creative needs and creative ideas.

The basis of creative interaction between a teacher and a student (future teacher) includes the system of goals and motives.

It should be said that according to Shumovskaya (2013), creative interaction, first, provides the 'penetration effect' into the personal world and the 'communicative core of personality' of the other person, into his/her world of feelings and mind.

Second, creative interaction increases personal interest in the productive educational process and the need for self-expression. Third, it presents creative samples, which means the level and nature of personal manifestations of the subjects of pedagogical interaction. The latter actualises the creative potential of students and teachers, provides creative self-manifestation, the choice of options for the manifestation of personality in the self-consciousness of another student.

The theoretical analysis and the analysis of one's own experience as the pedagogical conditions providing creative interaction allow to point out:

1. the activation of the interactive function of communication. In this case the dialogue communication contributes to the solution of problems of mutual understanding, interaction, manifestation of personal characteristics and at the same time determines the reflexive and activity nature of interaction (Gore, 1987; Usheva, 2014);
2. the orientation of a future teacher to self-expression and self-knowledge during role-plays and simulation games, some kind of teaching training;
3. the organisation of pedagogical design with the help of self-determination, activation of independent work, comparison of the ways of problem solving (Abdalina, Zhigulin & Ryabysheva, 2011).

Let us clarify the pedagogical conditions of creative interaction. They are the following ones: professional competence, erudition, intelligence of a teacher, trusting attitude of every student (future teacher) to the teacher and humane relations of students in the group. The result of professional development of a future teacher is his ability not only to be in the limits of daily teaching practice but also see his/her professional way in general. This will allow him to create the program of his self-development.

In our research work, we tried to find out the bachelors' understanding of their role in the social and professional process.

2.1. Research methodology

The methodological basis of the work is axiological and activity approaches.

The research procedure required a theoretical analysis of foreign and Russian psychological-pedagogical literature and analysis of the results of individual conversations, consultations, portfolio analysis, situation questionnaires, the experience of the authors of the article, teachers' and experts' assessments, self-assessment, observations, practice reviews and systematisation of the data.

The selection of diagnostic tools was based on an analysis of the theoretical model of the activity of a modern teacher and a self-learning student. The study used the following diagnostic methods:

1. Method of determining the individual measure of reflexivity by (Karpov, 2003);
2. Methods of studying creative thinking (Guilford, 1967; Torrance, 1963);
3. Questionnaire for determining the level of creativity;
4. Questionnaire 'Determination of the creative potential of managers'.

The main empirical research was implemented with students of the first, the second, the third and the fourth courses of 'Orenburg State Pedagogical University'. 360 bachelors and 11 teachers of the Chair of Pedagogy and Sociology took part in it. To clarify the representativeness of the sample, a delayed verification of the experimental results was carried out.

3. Results and discussion

In our experience, the formation of creativity of a future teacher was carried out with the help of familiarising every student with the experience of innovation work; analysing positive and negative effects of innovations; orientation of every student on self-development, self-realisation; testing of selected innovations and analysing the difficulties experienced by the future teacher. The latter are connected with the implementation, transformation of existing experience, solution of the most complex and urgent pedagogical problems, determination of the risks of innovations.

Designing the result of professional education, we took into account both the level of development of intellectual abilities of the future teacher (it allowed him to master technical, economic, cultural changes in society) and the degree of initiative, creativity, confidence in the readiness to work in a modern educational institution; the level of development of cognitive competence including cognitive, motivational and axiological, emotional and volitional components that ensure the readiness to carry out educational activities successfully.

The results of questioning, discussions, interviewing carried out during the course called 'The Introduction into Pedagogical Activity' revealed that the choice of the profession by the freshmen was influenced by: the increased social significance of the work of a teacher, the prestige of this profession, the recognition of the profession in the family, the understanding of the profession by favourite teachers as the rewarding one, the opinion of friends and relatives. At the end of the fourth year 63.7% of bachelors recognised the expediency of choosing the profession of a teacher, 15.3% of

them recognised partially, 17.6% doubt that they have made the right choice and 3.3% of bachelors think about acquiring the additional specialty.

Observing the attitude of bachelors of the third year to the teaching profession during the teaching practice, interviews, analysis of the questionnaires and the special situations we revealed that some future teachers were experiencing difficulty while communicating with the pupils and the teachers during the first week of the practice. But later, they got positive emotions connected with the affection of pupils, their personal sympathy, their respect to the subject. They got the opportunity to exchange spiritual values during the communication process. The axiological motives of the pedagogical activity, namely, the studying of the personality of every growing person, his individual features and opportunities, the knowledge of the inner world of each pupil (of their strong and weak sides, needs, abilities, spiritual requirements) became the leading ones.

At this stage, bachelors mastered the skills to diagnose the level of their professional and creative abilities. The understanding of the role and place of world culture in the activity of a teacher grew. Gradually, the system of value priorities (cognitive and emotional-volitional components) played the role of an internal reference point, activating the self-development of creative individuality, creative self-realisation (enthusiasm for the teaching profession, career planning).

Independent research activities of bachelors provided a study and analysis of the values and meanings of their activities, as well as project activities in a pedagogical laboratory, which allowed to show freedom and creativity, learn methods and techniques of effective pedagogical activity based on pedagogical competence, love and affection for children.

Answering the question 'What role do freedom and spirituality play in the future teacher's life?' the bachelors noted that these were the main indicators of a person's vital activity, the limits of their responsibility, orienting points of personal development. Students are right at this point: responsibility is an organic addition to freedom. It relates, first, to the meaning for which we are responsible; secondly, with whom we bear this responsibility.

In the process of mastering pedagogical knowledge in classes on pedagogical disciplines and elective courses, we brought up the personality of the future teacher on the basis of free choice, responsibility for their choice and the desire to realise the social significance of the chosen profession.

As a result, the self-sufficient values of the bachelor became values—goals (68.7%), acting as the dominant axiological function in the system of other pedagogical values, since they reflect the main purpose of the future teacher's activities, the interdependence of their activity and the personality of the growing person.

Values—means, accumulating values—relationships, values—qualities, values—knowledge was mastered by bachelors as follows: at the level of 'I am real' (54.3%), 'I am retrospective' (17.1%), 'I am ideal' (5.8%),'I am reflexive' (22.8%). This indicates the level of personal and professional development of the future teacher and is the basis for constructing his axiological model of behaviour and activity.

One of the main values in the activities of future teachers is called to be beauty (83.7%), because they see the power in it that will save the children's world, its spirituality and will save a growing person for humanity. 'Beauty—the word—the ideal' and 'feeling—the deed—the value'—this process, in the context of the ideas of Sukhomlinsky (1980) is elected by bachelors for humanisation of education, in which there is nothing violent—'beauty—feeling', everything from the child 'the word—the deed'—and to the child—'the ideal—the value'.

The pedagogical position, based on common and specific goals—the orientation of education, was open to bachelors: the humane worldview of the moral-emotional ideal of the world was shaped by the integrity of knowledge and a sense of beauty, harmony with the world, the preservation of the best in oneself, love for labour.

At the same time, bachelors developed individual programs for studying, analysing and self-analysing, developing a creative style of activity, and forming a professional image. The results of self-diagnostics allow to note that if in the first year the bachelors in most cases were confirmed passive-negative (17.1%) and formal-performing (43.8%), then at the end of the fourth year they had reproductive (13.2%) and productive (75.7%) styles of pedagogical activity. 71.5% of respondents were able to identify the causes of difficulties in their activities towards the final year.

In the course of individual conversations with teachers, consultations, portfolio analysis, future teachers drew conclusions about their level of readiness for pedagogical activity, the dominant factors (especially personal ones) and determined its strategy and tactics according to axiological and cultural guidelines. That is, they predicted the effectiveness of their pedagogical activities, developed recommendations, defended their image projects.

Assessment of teachers and experts among fellow students, which was adjusted by self-assessment, was formed into an internal professional-pedagogical position, characterised by a higher form of spiritual and moral relations; sincerity, rationality and interest in an existential dialogue with students; competence, intelligence, a beautiful, intelligent and kind soul, a sense of inner responsibility for their own destiny and the fate of their pupils.

Observations and special studies of teachers of the chair established a link and a significant correlation between the moral position of bachelors and their relations with teachers and students during teaching practice and the level of readiness for educational activities. Its spiritual basis gradually was being formed by the semantic sphere, integrating the axiological and need-motivational spheres; worldview and identity of the future teacher, free value-oriented choices and value-semantic orientation of personal pedagogical education.

Guideline (modern teacher—competent, mobile, communicative and sympathetic, creative and able to introduce innovations, quality results; nurturing feelings (justice, cordiality, kindness, modesty, truthfulness and sincerity) is the basis of the teacher's professional activities; to know pupils means to understand logic of their desires, aspirations, needs, potential opportunities, to experience the joy of victory together with them, to feel the active growing person in everyone, to 'read' their complicated inner spiritual worlds, to penetrate into these worlds, be able to communicate, build relationships, be sincere, avoid conflicts, put yourself in the student's place, do good; the child is happy and free) contained the mechanisms of behaviour and activity of the future teacher in the form of instructions.

'I've been working at teaching practice for two weeks', writes one of the students, 'I'm really aware of my activities as a world of meanings (at home, relationships, creativity). What teachers talked about in the classroom on pedagogical disciplines begins to line up mosaically into a single picture: communication with children and colleagues becomes productive, value-semantic; interaction with them allows you to identify and mutually enrich the personal spiritual and moral potential. At lessons I give priority not just to the explanation, but to the understanding of the emotions, feelings, experiences of the thoughts and actions of my pupils, their tolerance, attention, kindness'.

Value judgment as an emotionally coloured attitude is an intermediate stage on the way to independent pedagogical activity. Its meanings and values, developed consistently, reflecting the potential readiness to translate into personal activities of the bachelor, gradually consolidated his spiritual and moral position. As a result, students showed the ability to implement an individual-personal system of pedagogical values, purposefully select and add new values, translate them into behavioral motives and pedagogical actions.

However, autonomy in justifying the choice of effective methods, techniques and means of learning and self-regulation of creative activity in preparation for teaching practice of 43.7% of bachelors was situational, and the spiritual and moral position was observed as insufficiently stable at 16.5% of bachelors.

The values—goals, values—means, values—attitudes and values—qualities, attitudes and instructions accepted by the bachelors were programs that determine the quality result, demanded the manifestation of a spiritual and moral position. Conscious choice has become a prerequisite for further actions, conscious overcoming difficulties in future educational activities. The results of the study show that knowledge was not enough to solve emerging pedagogical problems. The intellect was often blocked by emotional impulses.

It was found that self-control and self-regulation of actions in solving pedagogical problems at the level of modern theory and technology, productive creative techniques of pedagogical thinking encouraged bachelors to analyse their activities, reasons for satisfaction or dissatisfaction with it, to design an axiological model of their activities and make sure that values—goals determine values—means, and values—relations depend on values—goals and values—qualities. Being built into the integral field of the teacher's axiological culture, step by step the bachelors learned to determine the effectiveness and purposefulness of the selection and increment of new values, to track the conditions of their transition into motives of behaviour and pedagogical actions.

Additional research showed that the strategy of acquiring pedagogical values and meanings required the implementation of a system of measures and a set of conditions: ensuring consistency and logicality in designing the process of acquiring pedagogical values and meanings; reasonable selection of methods and forms of activity, according to individual goals, the level of readiness of future teachers, ensuring the translation of their current development into value self-regulation.

At the empirical stage, teachers of the chair worked out techniques for conducting classes: teaching students to work in small groups, aimed at organising joint activities of students under the leadership of a leader; methods of project technology (individual or collective activity of students on the selection, distribution and systematisation of the material according to the topic being studied); a case study method, which, in the course of analysing real problem situations that took place in the course of teaching practice, provides for the search and selection of the best options for their solutions. The main diagnostic methods were solution of situations, creative methods and techniques ('cross-sense', 'mental maps', 'original use', 'collective notebook', 'lift over', 'analysis of the relevance tree', 'cause and effect diagram', etc.).

A visual method of detailing and constructing knowledge bases on pedagogical disciplines, an effective tool for learning in our experience, is a creative map, which we consider as an effective teaching method. This method provides the accumulation of experience, creative competencies, skills to analyse and visually represent the structural and logical interrelations of theories, categories, concepts, facts, laws and principles. The creative card is also a special form of presentation of pedagogical information as a specially designed educational material, an effective teaching method, reflecting the algorithm of the future teacher's action. Using creative cards allows the student and the teacher to interact rationally, structuring knowledge, defining the connections of the components of theoretical material, coding, 'rolling up' and 'unfolding' knowledge, reproducing them in mind (Pecivova, 2018).

Quantitative and qualitative changes in the mental development of students have been modernised by us on the basis of the recommendations of (Tushakova, 2013, p. 7, 10) and have been determined by the complexity of mental operations when working with subject, subject-integrated and integrated maps based on their accessibility levels.

The first level of accessibility (subject maps), the level of reproduction, covers logical interrelations (analysis and synthesis) between the pedagogical categories, concepts, processes, methods, forms, means and conditions being studied. The object at this level is a specific pedagogical situation. At the basis of the creative card is a problematic issue or a problem situation, which are intended for the development of pedagogical intuition, reflection, critical thinking. Following the creative map, rethinking of accumulated knowledge of pedagogy and the experience of the creative direction of the future teacher is carried out.

The second level of accessibility (subject-integrated maps) is aimed at establishing causal relationships, clarifying contradictions, problems, solutions. 'Working with a creative card teaches students to be guided in the information received and reproduce it both in its entirety and in its individual sense parts' (Ryndak, 2012, p. 10).

The third level of accessibility (integrated maps) orients the future teacher to generalisation, classification, systematisation of facts, phenomena, events, selection of optimal scientific approaches, principles, methods, forms, means of solving pedagogical problems based on interdisciplinary knowledge. The availability of this level implies deep and strong psychological and pedagogical knowledge, abilities and creative competences, their understanding, awareness of the links between the studied phenomena. At the meetings of the department and during the methodical seminar, teachers introduce their presentations, demonstrate the experience of conducting trainees to self-searching in the course of their creative tasks, participation in role-playing, business and educational games. As a result, an intellectually ordered process of active and skilful analysis, systematisation and evaluation of information based on reflection of student is observed. It is revealed that the means of emotional impact (word, game, conscious, reflexive regulation of emotions, emotional leadership skills and teacher creativity) is a significant factor in preparing the future teacher, during the design of the program of his emotional world, including according to Sukhomlinsky (1980), love to work, self-esteem, curiosity, caring, joy, kindness, a sense of beauty, patriotism (Rotenberg, 2018, p. 134).

During the presentation of educational material, 88.8% of teachers give preference to verbal assessment methods, during the educational activities of students—to visual assessment methods (99.9%), during self-examination of the effectiveness of mastering skills and abilities—to practical ones (88.8%). The use of modern digital technologies ensures the effectiveness and optimisation of teaching and learning.

Meeting the requirements of the modern educational market 99.9% of teachers use e-textbooks, video and audio information, 55.5% of teachers use distance education; 11.1% of teachers use online lectures.

4. Conclusion

It is revealed that the objectivity of evaluating the results of pedagogical education in our experience provides: a) students' knowledge and understanding of the evaluation criteria, their transparency; b) the presence of a creative environment that encourages the questions of students and supports their confidence in the possibility of improving personal results and c) the development of critical and creative thinking.

The creative personality of future teachers is successfully implemented and reproduced, if we give a decent assessment of their activities; encourage them to creativity, to provide mechanisms for mobilising resources around their ideas, to be equally receptive to insignificant changes and new ideas on a large scale.

It is revealed that the lecture as an effective form of emotional impact in the process of formation of professional self-awareness and professional position of the future teacher is still the main organisational form of teacher education. The explanation for this is that it is the lecture (for example, instructive) that allows us to outline the contours of the forthcoming activity, the peculiarities of the performance of its individual actions and methods.

The lecture-dialogue provides students with the opportunity to avoid passive perception of information, encourages them to creative perception, to build an algorithm for solving the situation, to systematise and summarise personal educational results.

At summary lectures students have the opportunity to demonstrate the ability to identify contradictions and problems, ways to solve them.

Theoretical analysis and analysis of personal experience in preparing and conducting lectures makes it possible to clarify the purpose of a modern lecture: to ensure the creative interaction of subjects of the educational process during the presentation and mastering of the program material of the academic discipline at the lecture, to update the significance of designating the degree of novelty of the problem and the given educational information based on the principle of balanced selection of facts.

The question of the content of modern lectures requires rethinking. It should contain brief, critically-reasoned information, facts, scientific concepts, analysis and content of media products. In the course of the lecture, students demonstrate the level of competence (contextual, cross-contextual and metacompetence), awareness of the problem being studied, its solution by discussing metacognition, illustration of interactive appeals (schemes, tables, pictures, photos and graphics), ability to cooperate.

The success of the lecture, as experience confirms, is ensured by, first: the presence of a clear plan; discussion of the main statements laid out in the portal; lively, vivid, imaginative presentation of the material being studied; polylogue; dialogue; discussion of problematic issues with students with the method of creative interaction.

Second: the lecturer's flexibility and openness to new knowledge. His/her confidence in one's own professionalism, ability to communicate, creativity, credibility, organisation inspire students to be productive in a team.

Third: timely training non-stop. This forms the lecturer's media literacy, his professional competence, which makes it possible to demonstrate erudition, be intelligent and trustworthy, and be humane in creative interaction.

Equally important for a modern lecturer is the ability to use modern computer programs at a lecture (Power Point, Visual Mind, Edraw Mind Map, Prezy.com), as well as to use a microphone, a projector, a canvas for a projector, a touchscreen computer and a Clicker for a student.

Modern students are self-learning student, primarily because they have the right to set educational goals, determine a pace, educational resources, experiences, requests for new personalised educational forms and technologies. That is, they acquire personal styles of thinking. So, the ability to reflect on the received facts, highlight interesting information, analyse it, put clarifying, complementary questions allow them to systematically systematise, synthesise and personally interpret the information received. This is facilitated by fragmentary note-taking; compiling a dictionary of basic concepts and intellect-cards, solving pedagogical problems and performing tasks with a partner.

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