

ADVANTAGES AND DISADVANTAGES OF LECTURE METHOD

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Abstract: This article discusses the lecture method as a teaching strategy and is aimed at students. This is a very important topic from an exam point of view. I have tried to provide clues in easy-to-understand language. hope they help you.

Keywords: planning the lecture, developing the lecture, suitable language, formal versus, informal lectures.

In the lecture method, the lecturer passes on his knowledge through lectures to students, who are more or less silent participants. Lectures are best used when a teacher wants to provide a general understanding of a topic that students are lacking. While this is the most common form of presentation and instructors should know how to develop and present a lecture, they should also understand the benefits and limitations of this method. You should know how to prepare and present a lecture and know the advantages and disadvantages of this teaching method.

The lecture primarily serves as an introduction to a new subject area, but is also a valuable opportunity to summarize ideas, show connections between theory and practice and emphasize key points again. The lecture method is adaptable and has several advantages.

Lectures can be delivered to either small or large groups, they can be used to present a full training program or a single lesson, and they can be combined with other teaching methods to add meaning and direction to additional content. The success of a lecture depends on your ability to communicate effectively, plan, develop and review the lesson.

With other teaching methods (demonstration, guided discussion), the teacher receives a direct reaction from the students in the form of verbal or motor activity. However, during a lecture, the feedback is not as direct and therefore more difficult to interpret. They must develop a keen sense of subtle class reactions (facial expressions, apparent interest or disinterest) and be able to interpret the meaning of these reactions and adjust teaching accordingly.

Planning the lecture

The competent lecturer knows that careful preparation is an essential factor for the successful presentation of a lecture. Preparation should begin long before the presentation. In the planning phase of preparation, four steps should be followed:

Determine the desired outcome, and therefore the goal. Research the topic. Organize the material. Plan interactive classroom activities.

Developing the lecture

When you support key points or ideas in class, you must assume that the student may neither believe nor understand the points being discussed. When developing the lesson, you should use the recommended text on the topic, as well as statistics, comparisons, and relevant examples. After you have completed the pre-planning and created the lesson plan, you should review the lecture to build confidence. During rehearsal, the mechanics of using notes, visual aids, and other teaching techniques can be smoothed out. Have your supervisor participate in the exercises and critically observe the presentation. This critique will help you assess the appropriateness of supporting materials and visual aids.

Suitable language

During the presentation, simple rather than complicated words should be used. Grammar mistakes and vulgarisms affect the dignity of the teacher and reflect the intelligence of the students. If the topic contains technical terms, you should define them clearly so that no student has any doubts about their meaning. Whenever possible, you should use specific words rather than general ones. For example, the specific words fuel line leak say more than the general term mechanical failure.

Another way to liven up the presentation is to use sentences of different lengths. Too many short sentences result in choppy style; Long sentences are difficult to understand unless they are carefully constructed. To ensure clarity and variety, use a mix of short and medium-length sentences. Whatever style you choose, enthusiasm will greatly influence the success of any presentation. Probably the best adult teachers are people who are at least enthusiastic amateurs in their subject, amateurs in teaching it.

Delivery methods

You can give a presentation in four ways:

- reading written notes
- reciting memorised material
- speaking without notes from an outline
- speaking impromptu without preparation.

The presentation is probably best delivered by speaking of an outline without notes. They speak of a mental or written outline, but do not read or memorize the material to be presented. Since the exact formulation of an idea is left to the moment, the lecture is more personal and offers more room for excitement than a read or spoken lecture. Because you're speaking directly to students instead of reading theirs.

They have better control of the situation can change the approach to deal with any situation as it arises, and can adapt any idea to suit students' individual reactions. For

example, if you can tell from their confused expressions that some students don't understand an idea, you can follow up on that point until student responses show that they understand. Overall, this method reflects your personal enthusiasm and is more flexible than other methods. For these reasons, it is likely to attract students' interest.

Use of notes

A well-prepared instructor can usually speak effectively without taking notes. If the presentation and outline have been carefully prepared and rehearsed, there should be no real difficulties. However, if your preparation has been limited, it may be necessary to use notes. Notes have certain benefits. They ensure accuracy, strengthen memory and take away the fear of forgetting. However, an instructor should not rely too heavily on notes. Use them sparingly and unobtrusively, but make no effort to hide them from students. Notes should be written legibly or typed and placed on the lectern where they can be easily consulted or recorded as you walk around the platform.

Formal versus informal lectures

The lecture can be held formally or informally. Learning works best when students actively participate in a friendly, relaxed atmosphere. It is therefore advisable to use the informal lecture, which involves the active participation of the students. However, in some cases a formal presentation is preferable, e.g. B. when introducing new content. By asking questions, you encourage students to actively participate in the informal lecture. In this way, students are encouraged to make contributions that complement the lecture. You can use questions for one or more of the following purposes: to identify students' experience and background, tailor the lecture to them, add variety and interest, or check student understanding.

It remains your responsibility to plan, develop and present the lessons. Students should not rely on students for any significant part of lesson development.

Advantages of the lecture

In a lecture you can present many ideas in a relatively short time. Facts and ideas that are logically prepared can be presented concisely in quick succession. Lectures are the most economical teaching method in terms of the time it takes to present a given amount of material. It's also a convenient method for large groups.

The lecture can be used to ensure that all students have the necessary basic information background to learn a new subject. They can provide students from different backgrounds with a common understanding of principles and facts. For example, in learning aircraft performance, the factors affecting an aircraft's takeoff and landing distances could be covered in a lecture before moving on to a demonstration showing the use of takeoff and landing performance charts. If they lack the time for research or access to reference material, the information they need can be presented in a lecture. Lectures can usefully and effectively complement other teaching methods. A short introductory speech can give direction and purpose to a demonstration. For

example, a demonstration of the use of the navigation computer could be preceded by a lecture on the speed triangle. A lecture can also prepare students for a discussion by telling them something about the material. For example, the effects of fatigue on pilot performance, followed by a discussion of individual experiences.

Disadvantages of the lecture

As a teaching method, the lecture cannot provide all desired learning outcomes. You don't learn motor skills by listening to a lecture. Too often the lecture does not provide for student participation and many students willingly let you do all the work. Learning is an active process and lectures tend to encourage passivity and teacher dependence in students. The lecture does not allow you to assess student progress before additional material is introduced. In a single lesson, you can unknowingly present more information than the students can absorb. The lecture method does not provide an accurate means of assessing student learning.

Lecturers find it difficult to get the attention of all students during a lecture. The success of the lecture depends heavily on your speaking skills. A final disadvantage of the lecture is that certain types of learning outcomes are not encouraged, such as B. motor skills that need to be perfected through practical exercises. Therefore, an instructor who introduces some form of active student participation in the middle of a lecture greatly increases student retention. One way to increase retention during a lecture is to use the discussion method of training delivery.

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