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**THEORY AND METHODOLOGY OF LANGUAGE TEACHING**

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**CRITERIA FOR LECTURE QUALITY ASSESSMENT IN EDUCATIONAL  
PROCESS**

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**Annotation.** The purpose of the article is to analyze and find ways to manage the level of providing student applicants and students with a high-quality education in lectures. According to the European Qualifications Framework, the quality of professional training of specialists is influenced by the traditional approach of considering educational activities as a service that can be assessed and analyzed in order to improve its quality. The paper highlights the main types of lectures depending on the tasks. The criteria for evaluating lectures are analyzed from the standpoint of three areas: from the viewpoint of consumers - students, the administration - the leader and self-assessment. It is noted that although the opinions of the three evaluating parties may vary, it is obvious that when evaluating the work of a teacher, it is necessary to use a set of evaluation criteria in the totality of opinions of heads of departments, colleagues and students, since only can an assessment be objective.

**Keywords:** lectures, quality of education, educational activities, assessment criteria.

**КРИТЕРИИ ОЦЕНКИ КАЧЕСТВА ЛЕКЦИИ В ОБРАЗОВАТЕЛЬНОМ  
ПРОЦЕССЕ**

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**Аннотация.** Цель публикации – анализ и поиск способов управления уровнем обеспечения абитуриентов и студентов высоким качеством образования на лекционных занятиях. Согласно Европейской рамке квалификаций, на качество профессиональной подготовки специалистов влияет традиционный подход рассмотрения образовательной деятельности как услуги, поддающейся оценке и анализу с целью повышения её качества. В работе выделяются основные виды лекций в зависимости от поставленных задач. Критерии оценки лекционных занятий анализируются с позиции трех направлений: с точки зрения потребителей - студентов, с точки зрения администрации – руководителя и самооценки. Отмечается, что хотя мнения трех оценивающих сторон могут варьироваться, очевидно, что при оценке работы преподавателя нужно использовать совокупность критериев оценки руководителей подразделений, коллег, студентов, поскольку только в совокупности мнений оценка может быть объективной.

**Ключевые слова:** лекционные занятия, качество образования, образовательная деятельность, критерии оценки.

**INTRODUCTION. LITERATURE REVIEW.** The issue of quality is becoming more and more relevant in any area of human activity: quality is increasingly becoming the basis of competitiveness that can ensure success. The system of higher education is no exception, since it primarily produces qualified specialists. One of the most important mechanisms in the educational market is the search for new ways to control and manage quality, providing applicants and students with a guarantee of high quality education. The main objects of assessment in the analysis of the teacher's pedagogical activity are lectures, practical and seminar classes, as well as the organization of students' independent activities.

In the conditions of the digital stage of the development of the information society, close attention is paid to the creation and implementation of national qualifications frameworks. There are developments in the field of information pedagogy, based on the European Qualifications Framework as an information and innovation system. According to the European qualifications framework of the Bologna system of educational processes, three levels of higher education serve as the basis for their description. These framework descriptions are known around the world as Dublin descriptors, which express general descriptions of competency levels or typical expectations of Dron', 2019). The Comprehensive Framework of Qualifications of the European Higher Education Area based on learning outcomes, competencies, credits has been developed and is in operation. There are transnational, national, sectoral, regional qualifications frameworks. The European Qualifications Framework serves as an example for countries that have joined the Bologna process. It ensures the creation of comparable qualifications that allow students and professionals from different countries to increase their transnational mobility by comparing qualifications at international levels in all the variety of opportunities for international cooperation that opens up (Yevropeyskaya ramka kvalifikatsiy, 2019).

There is also a European Qualifications Framework for lifelong learning. It includes eight levels of knowledge, skills and competencies. The latter are presented from the standpoint of responsibility and autonomy. At the same time, competence is understood as the ability to apply knowledge in practice (Idem). The levels presented in the qualifications framework make it possible to evaluate the activity by its quality. This creates the prerequisites for appropriate measurements, including pedagogical ones (Kryzhanovskaya 2015).

The analysis shows that knowledge in skill levels varies: 1. from general to basic, 2. through knowledge in the field of teaching basic facts, 3. to principles and general concepts, 4. factual and theoretical knowledge in a broad context. Stage 5 involves the formation of specialized factual and

theoretical knowledge, 6. including advanced knowledge, and critical reflection on theories and principles. At stages 7 and 8, highly specialized knowledge is provided, according to the latest achievements in the field of education (7), to the most advanced knowledge in the field of work or training in related fields (8).

The influence of the European Qualifications Framework on the quality of professional training of specialists is manifested in the traditional approach of considering activity as a service.

**METHODS, RESULTS AND DISCUSSION.** Research methods - proposed in information pedagogy methods and technologies of public survey and evaluation of information contained in the message and analysis.

The preparation of a competent specialist requires a new approach to the organization of training. The teacher must skillfully choose the optimal teaching strategy, use modern educational technologies in organizing and conducting classroom work, aimed at creating a creative atmosphere of the educational process. The quality of teaching, as you know, is impossible without constant monitoring and presupposes it.

Before considering the criteria for evaluating the most effective lecture classes in the system of modern higher education, let's analyze the concept of "lecture". The term comes from lat. lectio (reading) and denotes an oral systematic and consistent presentation of material on any problem, method, topic, etc. As a rule, the concept of "lecture" means either a printed course of public readings or notes on any subject of teaching, or oral and public presentation of the subject by the teacher, as a kind of group training sessions and the main element of the education system at the university.

When assessing the conduct of a lecture, it is necessary to take into account its nature, which depends on the goals and type of the lecture itself. So, the following main types of lectures are distinguished:

1. **An introductory lecture** usually begins a lecture course of a particular discipline. It outlines the theoretical and applied significance of the discipline, its connection and interaction with other subjects, its role in understanding the world and training a specialist. Such a lecture is designed to arouse interest in this discipline and in the independent work of students. In addition, it provides recommendations for working with lecture material.

2. **Thematic lecture** is used in the systematic, planned presentation of the educational material of the subject. The content of such a lecture is devoted to a specific topic, is a complete work that has a logical connection with the previous and subsequent topics.

3. **The final lecture** is designed to complete the study of the discipline. It provides a

generalization and systematization of the studied material, discusses the prospects for development. In addition, it contains recommendations for independent work, as well as for preparing for the exam.

4. **An overview lecture** is used at the final stage of training (before the exam).

It provides generalized brief information on certain issues.

Depending on **the method of conducting**, different types of lectures are distinguished, and this must be taken into account when evaluating.

1. **At an information lecture**, the teacher consistently sets out theoretical issues, explains the main provisions of the topic using visual aids, then draws conclusions and generalizations.

2. **Lecture-discussion** is characterized by the fact that in the course of the lesson the teacher puts questions to students, offering to answer from the spot. In this case, questions are asked in order to find out the level of preparation and readiness to perceive the proposed educational information. Depending on the nature of the answers, the teacher builds subsequent reasoning and focuses on the next fragment of the lecture. This provides feedback to the audience and encourages student engagement. It is better when questions are put before the trainees in advance and they have the opportunity to specially prepare for it. The posing of problematic questions causes animation, a clash of points of view, creates a discussion, concentrates the creative activity of the entire audience with the skillful management of his teacher.

In the educational process, educational films can be used in the form of film fragments and special films with a presentation of a specific topic. The film must be accompanied by comments, explanations, questions, answers, discussion of the content. In conclusion, the teacher should make generalizations and conclusions.

3. **Problem-solving lecture** is an active teaching method, the most difficult for a teacher. In a problematic lecture, as a rule, there are no ready-made scientific or practical conclusions, there is no monologue presentation of educational information. A characteristic feature of a problematic lecture is that it usually begins with a general problem statement, which the teacher sequentially solves or reveals ways to solve it in the course of presenting the material. The nature of the problems is determined by the specific content of the educational material. This teaching method teaches students to think, makes the presentation of the material more evidence-based, and contributes to a deeper and more solid assimilation of knowledge.

4. **Interdisciplinary lecture** is a complex type of active learning method. Educational issues are considered from the position of several disciplines at the same time, which allows students to form a comprehensive view of phenomena and problems. The lecture can be one, two or three lecturers from related disciplines. More often, such a lecture “opens” or “closes” a cycle of classes in several academic subjects. A high level of professional training is required from teachers.

5. **Co-teaching lecture** can be interdisciplinary and subject. Pedagogical modelling of the professional activity of the future specialist is supposed. An interdisciplinary lecture is read by teachers of different disciplines, and a subject lecture is given by teachers of one discipline.

6. **A programmed lecture-consultation** is held after lectures or a cycle of classes on a specific topic. The teacher himself composes and offers questions to students. Students are actively involved in the discussion. Wrong answers are analyzed, discussed and explained. This lecture allows you to individualize learning, activate the cognitive activity of students. At the end of the lecture, conclusions are drawn, recommendations for independent work are given. Together with the teacher, students in the conduct a search, analyze the factual material and gradually solve the problem posed.

7. **Lecture with "planned errors"** involves the inclusion of pre-programmed errors. In the introduction, the teacher reports the presence of errors in the material presented (their number is not called). Errors can be logical, in definitions, etc. the teacher enters errors on a separate sheet so that the activity is public. Students must identify these errors. 15-20 minutes before the end of the lecture, the identified errors are analyzed. This technique activates the attention of students, teaches them to formulate answers, controls knowledge.

8. **Consultation lecture** - is recommended when studying topics with a clearly defined practical focus. In the first half of the lecture, the teacher focuses the students' attention on a number of problems, then the students ask questions, and the teacher gives answers. There is a short discussion at the end of the session. Free exchange of opinions, and the lecturer makes a generalization. A few days before the lecture, the teacher collects students' questions in writing. In the first half of the lecture, the teacher answers these questions, in the second – the additional ones. There is a free exchange of opinions. In conclusion, the lecturer makes a generalization. Answers to students' questions are given not by one, but by several highly qualified specialists.

The considered types of lectures make it possible to abandon the traditional informing of students and the implementation of dialogic relations between the teacher and students. The development and reading of such lectures requires additional creative efforts to prepare the content of classes, emotional, intellectual and even physical efforts, a good level of pedagogical skills, and psychological and pedagogical training.

In addition, every lecture should include certain sections. Their presence is taken into account when assessing the delivery of the lecture: the formulation of the topic of the lecture, an indication of the main sections or issues under study and the estimated time spent on their presentation, presentation of the introductory part, presentation of the main part of the lecture, brief conclusions on each of the issues, conclusion, recommendations of literary sources on the stated questions.

There are several methods for assessing the quality of a lecture developed by M.N. Berulava (Berulava 1993), I.G. Shtokman (Shtokman 1981), E. N. Karchevskaya (Karchevskaya 2019), E. T. Ilyina (Il'ina, 2020) and others. Taking into account the recommendations of the authors, let us pay attention to the fact that the assessment of the lecture should be carried out from the position of three directions: from the point of view of consumers - students, from the point of view of the administration - the leader, and, finally, self-assessment.

As it is known, the administrative assessment is carried out by inspectors - the head of the department,

by the dean, the committee or colleagues within the mutual lecture attending. Consumer evaluation is carried out by students who attended the lecture. Self-assessment has the goal of further work to improve the lecture course. Self-assessment includes an analysis of students' interest (noise, inattention, etc.), their understanding of the explained material.

The lecturer skills helps the good organization of the work of students at the lecture and gives guidance on the subject being studied. The content, the clarity of the structure of the lecture, the use of methods of maintaining attention - all this activates thinking and working capacity, contributes to the establishment of pedagogical contact, causes an emotional response in students. Since the lecture is the leading and most effective method of organizing the educational process at the university, the assessment of its quality is the most significant.

Evaluation of a university lecture should include: 1. Evaluation of the lecturer himself for the purpose of their further work to improve it. Self-assessment includes possible reasons for the drop in students' interest in lectures, the strength and quality of the material being learned, the effectiveness of what has been done to increase cognitive activity, and more. 2. Evaluation of the quality of the lecture by the inspectors. 3. Evaluation of the quality of the lecture by students as consumers. four.

Evaluation over several years, which allows you to trace the dynamics of the development of the quality of a university lecture by a teacher or a team of teachers.

The main generally accepted criteria for evaluating a lecture session are the following essential points: - correspondence of the topic and content of the lecture to the thematic plan and curriculum of the course; – scientific character, compliance with the modern level of development of science; – the accuracy of the scientific terminology used; - informative; - disclosure of the basic concepts of the topic; combination of theoretical material with specific examples; - implementation of the principle of organic connection between theory and practice; - disclosure of the practical significance of the stated theoretical provisions; – implementation of subject and interdisciplinary links; - connection with the profile of students' training, their future specialty; - the ratio of the content of the lecture to the content of the textbook (material that is not in the textbook is presented;

especially complex issues are explained; the task is given to independently work out part of the material from the textbook, the textbook is retelling, etc.); - didactic validity of the type of lecture used and the corresponding forms and methods of presenting the material; - structured content of the lecture: the presence of a plan, a list of recommended literature, introductory, main and final parts of the lecture; - focusing the attention of the audience on the main provisions and conclusions of the lecture; - a rational combination of methodological techniques of traditional pedagogy and new teaching methods (problem, program, contextual); - logic, conclusiveness and argumentation of the presentation; - clarity and accessibility of the material, taking into account the preparedness of the trainees; - the use of methods for activating the thinking of students; - the use of information consolidation techniques (repetition, inclusion of questions to test attention, assimilation, etc., summing up at the end of each question, at the end of the entire lecture); - use of notes on the board, visual aids; – use of handouts for lectures; – use of information computer technologies.

As part of this study, we conducted a survey of all participants in the educational process: lecturers, heads of departments, students. Each group of participants was asked to name the criteria for evaluating the lecture, expressing their point of view. In addition, the criteria had to be arranged in descending order of importance.

As the results of the survey showed, the following parameters can be used as criteria for assessing the quality of a lecture in the framework of an administrative assessment: - compliance with the topic and content of the curriculum; – relevance, scientific character; - correct use of the conceptual apparatus; - information content; - completeness of the disclosure of the topic; – connection of theory with practice;

- compliance with the profile of students' training; - compliance with organizational issues; - competent use of methodological techniques; – lecture attendance by students; - discipline in lectures; – rational distribution of time for lectures; - consistency in the construction of the material; - the availability of the necessary visual aids and technical means.

**As part of the consumer assessment**, the following parameters can be used as criteria for assessing the quality of a lecture: - topic relevance; – clear lecture structure; - knowledge of the subject; - availability of presentation; - conviction; - emotionality; - a culture of speech; - rate of speech; - good diction; - appearance; - demeanor, ability to stay in front of an audience; - contact with the student audience; - consistency, evidence and argumentation of the presentation; - activation of students' work.

**As part of the self-assessment**, attention is drawn to the following indicators: - knowledge of the subject; – compliance with the plan and curriculum; - the degree of disclosure of the topic; – student progress in the subject; - taking notes by students; – students' involvement; - compliance

with organizational issues; – students' attendance; - discipline in lectures; – the informational and cognitive value of the lecture; - the educational impact of the lecture.

**CONCLUSION.** Summing up, we can say that although the opinions of all three parties evaluating the lecture session may differ, it is obvious that when evaluating the work of a lecturer, it is necessary to use the entire set of criteria and assessments of department heads, colleagues and students, because only in the totality of opinions an assessment can be objective, which is important for the quality of the educational process.

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