

UOT:80.

PLANNING LESSONS IN THE INTERMEDIATE STAGE OF TEACHING

Dos. Kazımova Sevda Aqil , Qahramanova Zulfiya Sabir

Ganja State University

zulfiyaqahramanova@gmail.com

Xülasə: *Dərs planı dərs üçün çərçivədir. Əgər dərsi səyahət kimi təsəvvür edirsinizsə, onda dərs planı xəritədir. Bu sizə haradan başladığınızı, harada bitirdiyinizi və oraya çatmaq üçün getməli olduğunuz marşrutu göstərir.*

Əsasən dərs planı müəllimin dərs ərzində nəyə nail olacağına və buna necə nail olacağına ümid bəslədiyini müəyyən edir. Adətən onlar yazılı formada olurlar, lakin məcburi deyillər. Yeni və ya təcrübəsiz müəllimlərdən çox təfərrüatlı planlar hazırlamaq istəyə və ya tələb oluna bilər. Bununla belə, real tədris mühitində bütün detalları gündəlik planlaşdırarkən nəzərə almaq qeyri-mümkündür. Müəllimin təcrübə qazanması və özünə güvənməsi üçün planlaşdırma çox vacibdir, lakin bəzi müəllimlər daha tez planlaşdırma qabiliyyətini inkişaf etdirir və çox təcrübəli müəllimlər isə qısa bir qeyd siyahısı ilə və ya hətta başlarında olan planla sinifə girə bilərlər.

Təcrübə səviyyəsindən asılı olmayaraq, bütün müəllimlərin sinifə girməzdən əvvəl dərsləri üzərində düşünmək üçün vaxt ayırmaları vacibdir.

Açar sözlər: ön planlama , dərsin səmərəli planlaşdırılması,şifahi ünsiyyət, dərslik

Ключевые слова: предварительное планирование, эффективное планирование урока, устное общение, учебник.

Key words: pre-planning, effective lesson planning, oral communication, a course-book

A lesson plan is a framework for a lesson. If you imagine a lesson is like a journey, then the lesson plan is the map. It shows you where you start, where you finish and the route to take to get there.

Essentially the lesson plan sets out what the teacher hopes to achieve over the course of the lesson and how he or she hopes to achieve it. Usually they are in written form but they don't have to be. New or inexperienced teachers may want to or be required to produce very detailed plans - showing clearly what is happening at any particular time in the lesson. However in a realistic teaching environment it is perhaps impractical to consider this detail in planning on a daily basis. As teachers gain experience and confidence planning is just as important but teachers develop the ability to plan more quickly and very experienced teachers may be able to go into class with just a short list of notes or even with the plan in their heads.

Whatever the level of experience, it is important that all teachers take time to think through their lessons before they enter the classroom.

One of the most important reasons to plan is that the teacher needs to identify his or her aims for the lesson. Teachers need to know what it is they want their students to be able to do at the end of the lesson that they couldn't do before. Here are some more reasons planning is important:

- It gives the teacher the opportunity to predict possible problems and therefore consider solutions

- it makes sure that lesson is balanced and appropriate for class

- it gives teacher confidence

-planning is generally good practice and a sign of professionalism

Do you need to plan if you have a course book?

Many teachers will find themselves having to use a course book. There are advantages and disadvantages to having a course book - but although they do provide a readymade structure for teaching material, it is very unlikely the material was written for the teachers' particular students. Each class is different and teachers need to be able to adapt material from whatever source so that is suitable for their students. A course book can certainly help planning, but it cannot replace the teacher's own ideas for what he or she wants to achieve in a class.

Considering realistic goals for the lesson, not too easy but not too difficult. You may find the following checklist useful:

What do the students know already?

What do the students need to know?

What did you do with the students in the previous class?

How well do the class work together?

How motivated are the students?

Variety As we have seen, it is important to try and keep the students engaged and interested. Providing variety in a lesson and a series of lessons is a way of achieving this. Repeating the same kinds of exercises can become monotonous and demotivating for students. Where possible it is a good idea to try and vary the kinds of activities, materials and interactions.

When the teacher sits down to plan what they are going to be doing, one of the things they need to have in their heads is, how I can vary the pace of the class. How can I vary the kind of thing that is going to happen so that sometimes maybe the students will be silent, sometimes they all be loud, sometimes they all be talking to me, sometimes they all be talking to others, sometimes I shall do a bit of writing, sometimes they all do a bit of reading. If you vary the patterns of student to student interaction, if you vary the kind of activity the students are involved in, if you vary the kind of material they are looking at. There is a good chance that most of the students will remain engaged and involved. If you do not build variety into your plan the danger is that they shall switch off at some stage.

Flexibility However well you plan you never actually know exactly what is going to happen in a class until it happens! Exercises may take longer or shorter than anticipated; the students may be more or less interested in a topic than you imagined, something unexpected may happen during the lesson. In these cases if the teacher sticks rigidly to their plan the careful preparation may actually have a negative effect. Imagine our journey again. If the road ahead becomes blocked, it is no good trying to carry on, you have to find a different route.

Careful planning is very important but teachers need to be able to adapt their plan during the lesson to suit the circumstances.

This is something that becomes easier with experience, but in the planning stage it is often a good idea to consider extra optional or alternative exercises. Then, if your material runs short or you think the class might not respond well to a particular activity, you have something to fall back on.

Similarly, teachers need to be aware of what is happening in and around the class. Students may raise interesting points and discussions could provide unexpected opportunities

for language work and practice. The teacher needs to be flexible enough to be able to leave the plan if such opportunities arise.

Experienced teachers have the ability to cope when things go wrong. It's useful when planning to build in some extra and alternative tasks and exercises. Also teachers need to be aware of what is happening in the classroom. Students may raise an interesting point and discussions could provide unexpected opportunities for language work and practice. In these cases it can be appropriate to branch away from the plan.

Effective lesson planning is the basis of effective teaching. A plan is a guide for the teacher as to where to go and how to get there. However - don't let the plan dominate - be flexible in your planning so that when the opportunities arise you can go with the flow.

One of the main principles of planning is establishing a clear **aim** for your lesson. It is important that aims are realistic. If the subject is too difficult for the students, then they can become frustrated and lose motivation. However, if the subject is too easy, the students may become bored. Bored and frustrated students can often cause discipline problems. So it is important when planning to think about your particular class. You may find it useful to bear these points in mind:

- What do the students know already? If you are planning to introduce completely new language items allow more time than if you are revising or extending a topic the class are already familiar with.

- What do the students need to know? If the students are studying for an exam, for example, then you may need to focus on different skills and language than for a General English class. Do your aims suit that need?

- What did you do with the students in their previous class?

- How well do the class work together?

- How motivated are the students?

All these factors are important when deciding realistic aims for your class.

It is important to have clear and realistic aims for your lessons. One way to check this is actually to write out what your objectives are. To demonstrate let's take the topic of the use of the prepositions 'for' and 'since' with the present perfect. We can assume that the students have recently been introduced to the structure and use of the present perfect. You could write out your aim like this:

Aim To present and provide practice of the use of 'for' and 'since' with the present perfect.

This is a clear but basic statement of aims. It indicates what you intend to do, but note, not how you intend to do it. It is helpful also to define the overall concept or meaning of the target language when it is used naturally. For our teaching point we need to consider when native speakers use 'for' and 'since' with the present perfect. We can now adjust our aim statement accordingly:

By expressing the concept in the aims, it provides a focus for the planning and that can help to prevent possible confusion. It may be not appropriate for all situations, but it's a good habit to get into. Every planned activity and example sentence can then be referred back to the aim to check that it fits the concept you are trying to teach. It is essential to make sure that the exercises and activities you decide to do actually fit your aims. Planning a sequence of lessons is based on the same principles as planning a single lesson, but there are number of additional issues which we need to pay special attention to:

Before and during: however carefully we plan, in practice unforeseen things are likely to happen during the course of a lesson (as we shall see in ci below), and so our plans are continually modified in the light of these. Even more than a plan for an individual lesson, a scheme of work for weeks or months of lessons is only a proposal of what we hope to achieve in that time. We will need to revisit this scheme constantly to update it.

In order for students to stay motivated, they need goals and rewards. While a satisfactory long-term goal may be 'to master the English language, it can seem only a dim and distant possibility at various stages of the learning cycle. In such circumstances students need short-term goals too, such as the completion of some piece of work (or some part of the programme), and rewards such as success on small, staged lesson tests, or taking part in activities, designed to recycle knowledge and demonstrate acquisition.

Language planning: when we plan language input over a sequence of lessons we want to propose a sensible progression of syllabus elements such as grammar, lexis, and functions. We also want to build in sufficient opportunities for recycling or remembering language, and for using language in productive skill work. If we are following a coursebook closely, many of these decisions may already have been taken, but even in such circumstances we need to keep a constant eye on how things are going, and with the knowledge of 'before and after' modify the programme we are working from when necessary.

Language does not exist in a vacuum, however. Our decisions about how to weave it through the lesson sequence will be heavily influenced by the need for a balance of activities.

Activity balance: the balance of activities over a sequence of lessons is one of the features which will determine the overall level of student involvement in the course. If we get it right, it will also provide the widest range of experience to meet the different learning styles of the students in the class.

Over a period of weeks or months we would expect students to have received a varied diet of activities; they should not have to role-play every day, nor would we expect every lesson to be devoted exclusively to language study. There is a danger, too, that they might become bored if every Friday was the reading class, every Monday the presentation class, every Wednesday was speaking and writing. In such a scenario the level of predictability may have gone beyond the sufficient to the exaggerated. What we are looking for, instead, is a blend of the familiar and the new. Planning a successful sequence of lessons means taking all these factors into consideration and weaving them together into a colourful but coherent tapestry.

Planning a lesson is not the same as scripting a lesson. Wherever our preparations fit on the planning continuum, what we take into the lesson is a proposal for action, rather than a lesson blueprint to be followed slavishly. And our proposal for action, transformed into action in the classroom, is bound to 'evoke some sort of student reaction' (Malamah-Thomas 1987: 5). We then have to decide how to cope with that reaction and whether, in the light of it, we can continue with our plan or whether we need to modify it as we go along.

There are a number of reasons why we may need to modify our proposal for action once a lesson is taking place:

Bibliography

1. Penny Ur A Course in Language Teaching Practice and Theory, Cambridge, University press, 1996

2. How to teach English, Longman 2001, Jeremy Harmer
3. Learner autonomy in modern languages, Research and development, Council of Europe, 1997.
4. Q. V. Rogova, "Methods of teaching English", Len., 1975.
5. A. Maclin "Essential Guide to the English", New-York, 1998.
6. The practice of English language teaching, Longman 2001, Jeremy Harmer

ORTA MƏRHƏLƏDƏ DƏRSİN PLANLAŞDIRILMASI

Kazimova Sevdə Aqil qızı, Qəhrəmanova Zülfiyyə Sabir qızı
Xülasə

“Orta mərhələdə dərslərin planlaşdırılması” adlı məqalə ingilis dilində aktual mövzulardan biri olan ingilis dili dərslərinin planlaşdırılması yolları, dərslərin mərhələləri və orta mərhələdə dərslərin necə təşkil olunmasına həsr edilmişdir.

“ Dərs planı nədir ? ” dedikdə ilk öncə dərslərin məqsədi aydın göstərməlidir. Məqalədə ingilis dili dərslərinin planlaşdırılmasının həm pedaqoji, həm də psixoloji əsaslarının tədqiqi əks olunmuşdur. Planlaşma müəllimə qarşıya çıxacaq problemləri əvvəlcədən görməyə və onun həlli yollarını öncədən aradan qaldırmağa kömək edir. Dərslərin planlaşdırma müəllimdə özünə inam yaradır, eyni zamanda planlaşma çox gözəl təcrübədir və müəllimin professionallığını təcəssüm etdirir.

ПЛАНИРОВАНИЕ УРОКА НА СРЕДНЕМ ЭТАПЕ

Казимова Севда Агил кызы, Кахраманова Зульфийя Сабир кызы
Резюме

Статья «Планирование урока на среднем уровне» посвящена одной из самых актуальных тем английского языка, как планировать уроки английского, этапы урока и как организовать урок на среднем этапе.

«Какой план урока? Прежде всего, необходимо четко сформулировать цель урока. В статье исследуются как педагогические, так и психологические основы планирования уроков английского языка. Планирование помогает учителю предвидеть проблемы, которые возникнут, и решать их заранее. Планирование урока укрепляет уверенность учителя в себе, но планирование является прекрасным опытом и воплощает в себе профессионализм учителя.

Rəyçi: dos. Mehdi Rəhimov
Daxil olma tarixi 16 may 2022-ci il