

PLANNING FOREIGN LANGUAGES LESSONS

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Planning is a guarantee of successful completion of all subjects taught in secondary schools, as well as foreign language teaching. Whatever the type of plan (whether it is a syllabus, thematic, calendar or final) it requires the study of the material for a certain period of time on the basis of all psychological and methodological laws, principles, and appropriate skills and implies the development of skills.

Here are some things to look for when planning:

- a) planning the organization of a foreign language lesson at the initial stage of foreign language teaching (grade 4);
- b) lesson planning, taking into account the level of knowledge of students in the classroom;
- c) lesson planning should be done before the start of the school year;
- d) the teacher should be familiar with and be able to analyze the textbook and the language material in it;
- e) be well aware of the conditions of teaching, the psychological laws, the stages of development of speech skills;
- f) know the basic requirements for a modern foreign language course.

There are two types of planning in foreign language teaching:

1. Thematic planning
2. Daily lesson planning.

The main purpose of lesson planning is to develop the goals and objectives of foreign language teaching, tasks, the amount of language material, the sequence of introduction into the course process, and, accordingly, the development of speaking skills. Potential challenges to planning are identified in advance, and ways to overcome them and appropriate exercises are developed. Planning involves several

interrelated steps. Accordingly, there is an annual plan, a thematic plan, and a simple lesson plan. The annual plan is developed by the textbook authors. It is divided into half-yearly and quarterly plans. It identifies the topics to be studied. The number of hours devoted to teaching each subject takes into account the level of knowledge, the level of growth of speech forms, the time of the types of control. It is important to note that any annual plan should be well prepared. If, for any reason, changes are made to the plan, they should be reflected in the half-year and quarterly plans. Foreign language teachers work according to plans recommended by city or county methodological associations. Although the unit plan is developed by the method association, it should not limit the teacher's initiative. The process of teaching a foreign language is a creative process and the teacher can make changes if necessary. The main task of thematic planning is to determine the ultimate goal that will be achieved as a result of studying this particular topic. Based on the thematic plan, the teacher creates a separate daily plan for each lesson.

The daily plan includes:

1. what to achieve at the end of a particular lesson;
2. What language material to learn to carry out the task;
3. Identify ways to achieve the set goal.

The daily plan includes the topic, objectives, equipment, and organization of the lesson. The structure of the course includes:

- The beginning of the lesson (organizational period, attendance, language environment);
- Phonetic exercises (practice reading words involving some difficult sounds, repeating a previously learned poem or song in English, etc.)
- Homework check;
- Technological sequence of introduction of new educational material into the teaching process (it includes the sequence of presentation of language material, stages of practice and application in speech situations)
- Evaluation;
- Assign homework (each task should be explained to students)

- End of lesson.

Many monographs and articles have been written about foreign language lessons. Examples are the works of Kazantsev I. N., Rogova GV and articles published in the journal "Foreign languages in school". There is a lot of information in the pedagogical literature about the content and essence of foreign language lessons. MA Danilov says the following are important for the success of the lesson:

- The content and purpose of the lesson should be appropriate to the age of the students;
- unity of educational and pedagogical aspects of the lesson;
- student activity at all stages of the lesson;
- make effective use of every minute of the lesson;
- proper equipment of the lesson;
- Significant results at the end of the lesson.

According to AI Kochetov, the lesson should take into account the subordination of the educational goal to the educational goal, the unity of collective (collective) and individual forms of work, the use of different methods, the laws of memory, attention and thinking.

N. I. Vershagina and F.M. Rabinovich describes the lesson even more broadly. They set the following tasks for the lesson:

- Enhancing students' speaking skills
- Consistency in achieving lesson objectives
- Variety of stimuli of speech activity
- Efficiency and accuracy of methods used
- Students have a clear idea of the purpose of the lesson and the tasks of its stages, to combine individual and group forms of work.
- Do not weaken the interests of students, take into account their personality and feelings
- Solve educational and pedagogical tasks in the classroom

In short, the effectiveness of the lesson and the final result is guaranteed if the foreign language teacher plans the lesson and organizes the lesson in accordance

with the requirements of the time and the purpose of the lesson, taking into account the types of lessons and the above ideas about the lesson.