

THE MAIN FEATURES OF LESSON PLANNING

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ABSTRACT

The article deals with how to manage English teaching lessons successfully and describes the specifics of planning lessons, which is relevant today. There is also a systematic analysis of the classroom activities for improving planned lessons.

Keywords: *lesson plan, methodology, the syllabus, administrators, observers, learning goal, self-introductory lesson.*

АННОТАЦИЯ

В статье речь идет о том, как успешно проводить уроки преподавания английского языка, и описывается специфика планирования уроков, которая актуальна на сегодняшний день. Существует также систематический анализ классной деятельности для улучшения запланированных уроков.

Ключевые слова: *план урока, методика, учебный план, администраторы, наблюдатели, цель обучения, самоознакомительный урок.*

INTRODUCTION

Every lesson plan should have a clearly defined learning goal, after all, that is the reason for teaching! I have seen some very inventive lesson plans that lack this important ingredient. No matter how entertaining a lesson may be, if it is lacking a learning goal, it has missed its mark.

Teachers who have recently arrived and are employed in the public school system quite often find that they're expected to prepare a lesson plan that introduces them and their native country - to their new students. Given the added pressures of jet lag, culture shock, and the language barrier, this may seem intimidating! It doesn't have to be. Below, I've put together a simple lesson plan that I've used successfully with my students.

In addition to giving students some information about the self-introductory lesson provides an excellent opportunity to teach (or review) language functions like greetings or the use of state verbs with adjectives. I use my self-introductory lesson as an opportunity to teach/review "Hello. My name is (X). Nice to meet you." to my new students. Having supplies and material such as a world map, photographs or pictures of your country, your country's flag, stamps, stickers, and origami paper or

small sheets of paper allows you to present the information in a clear, creative manner.[12,20]

All good teachers have some type of plan when they walk into their classrooms. It can be as simple as a mental checklist or as complex as a detailed two-page typed lesson plan that follows a prescribed format. Usually, lesson plans are written just for the teacher's own eyes and tend to be rather informal. But there may be times when the plan has to be written as a class assignment or given to an observer or supervisor, and therefore will be a more formal and detailed document .This chapter will serve as a guide for creating these more formalized lesson plans.

DISCUSSION AND RESULTS

A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students. It can be described with many metaphors such as road map, blueprint, or game plan but regardless of the analogy, a lesson plan is essential for novice teachers and convenient for experienced teachers.

Deciding what to teach, in what order, and for how much time are the basic components of planning. The lesson plan serves as a map or checklist that guides us in knowing what we want to do next; these sequences of activities remind us of the goals and objectives of our lessons for our students. As previously mentioned, a lesson plan is also a record of what we did in class ; this record serves as a valuable resource when planning assessment measures such as quizzes, midterms, and final exams. A record of previously taught lesson is also useful when we teach the same course again , so that we have an account of what we did the term or year before to avoid reinventing the wheel. When we have to miss class, a lesson plan is a necessity for the substitute teacher who is expected to step in and teach what had been planned for the day. In addition, just as teachers expect their students come to come to class expecting their teachers to be prepared to teach. A lesson plan is part of that preparation.

Yet in spite of the importance of planning, a lesson plan mutable, not written in stone; it is not meant to keep a teacher from changing the duration of an activity or forgoing an activity altogether if the situation warrants. A good lesson plan guides but does not dictate what and how we teach. It benefits many stakeholders: teachers, administrators, observers, substitutes, and of course, students.

To be perfectly honest, a certain amount of lesson planning takes place the night before a class is taught. This planning, taking place just hours before entering the

classroom, should be the fine or micro tuning of the lesson, not the big picture or macro planning that is based on a programmatic philosophy or syllabus design. A good lesson plan is result of both macro planning and micro planning. On the macro level a lesson plan is a reflection of philosophy of leaning and teaching which is reflected in the methodology, the syllabus, the texts, and the other course materials and finally results in a specific lesson. In brief, other stages of planning that culminate in a daily lesson.

Before a teach steps into second language classroom, he or she should have developed his or her own understanding of second language learning and teaching. This background includes knowledge of theories of second language acquisition and learner characteristics as well as familiarity with both historical and current trends in second language pedagogy. This background knowledge will create a personal philosophy that is realized whenever the teacher is preparing lessons teaching classes or grading assignments or tests. A good teacher cannot help but bring his or her own sense of good learning and teaching into the classroom. Ideally, this philosophy will be consistent with the teaching methodology will help implement the syllabus and influence the choice of textbooks for most programs.

Once the syllabus and texts have been decided, planning for the year takes place for many teachers especially newly hired once, these decisions have already been made and the macro planning has been taken care of by colleagues or supervisors. In some cases, however the new teacher may be responsible for the macro planning as well as the micro planning. Consulting or planning with fellow teacher about syllabus design and textbook selection can be very helpful in this type of situation. In rare cases, nothing may be in place so it may be entirely up to the instructor to design the course in place so it may be syllabus, choose the teaching and plan the daily lessons. Generally, the opposite is true for the novice teacher, however, who will have very little input at first in terms of macro and even micro planning.

Although there are a variety of formats to use when creating a lesson plan, most templates share certain characteristics. When creating a lesson a teacher must consider the background of the students the objectives of the lesson, the skills to be taught the activities the materials and texts the time constrains and the connections to previous and future lessons. Like most activities, a lesson plan has stares : a beginning, a middle , and an end. As mentioned previously, the amount of detail actually written down will vary with individual preferences and experience. Some instructors like to keep notebooks of lessons plans for each class; other may use note cards or loose sheets of paper that can be shuffled around. Many instructors now use

computers to write up lesson plans; advantages of this are that the lessons are neatly typed, easy to save and can readily be copied and modified as needed. Keeping at least one paper copy filed away in case of a technological breakdown is also a good idea:

Most plan begin with a brief of description of the class and students; for example, name of the course and the level, and the background of the students are useful to note. It is also important to add the date as well as the week and day of the course. Given the trend adhering to competency requirements and published standards, lesson plan may also need to include the competencies and standards that the lesson addresses. Some teachers list the grammatical structures and key vocabulary terms that will be introduced as well.[12,23]

CONCLUSION

To sum up, to be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other. Knowing how to go about planning a second foreign language lesson is the result of many other stages of preparation. The teacher must be familiar with the principles of second language learning and teaching, as well as the needs of the institution and the student population.

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