

Самидинова П.Х.

ОСНОВНЫЕ ПРИНЦИПЫ ПЛАНИРОВАНИЯ УРОКА

Р.Кх. Samidinova

MAIN PRINCIPLES OF LESSON PLANNING

УДК:371:235/89

Это статья о составлении поурочного плана. Авторы данной статьи хотят показать, как надо начинать составлять поурочный план. Что должен делать преподаватель, чтобы достичь цели урока. Один из основных принципов планирования это составление точной цели урока.

This article is about a lesson plan. The author of the plan wanted to show how the lesson plan should be started. What should the teacher do in order to achieve the aim of the lesson? One of the main principles of planning is established a clear aim for the lesson.

The best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organize the teaching and learning (Jeremy Harmer-The Practice of English language Teaching, 1991).

A lesson plan is a framework for a lesson. If you imagine that a lesson is like a journey, then the lesson plan is the map. It shows where you start where you finish and the route it takes. Every teacher knows that the lesson plan is the product of teachers' thoughts about their classes; what they have to achieve and how they hope to achieve it.

There are as many different kinds of plan as there are teachers. Young teachers often have to produce very detailed written plans, with descriptions not only of each activity but also listing the exact questions. A good teacher will give the class as well as the timings for every activity.

Young teachers may rely on a less detailed, but still fairly comprehensive written plan.

Experienced teachers may be able to go into a class with just a short list of notes and even without the plan in their head.

It is very important that all teachers take the time to think through their lessons before they enter the classroom.

Some experienced teachers assume that the content of foreign language teaching is constant and as they have worked for many years they do not need daily plans; they have them in their minds. In reality, however, the content changes continuously as well as the methods and techniques of teaching.

To involve all pupils in the work done in the classroom the teacher should compile a kind of scenario in which every student has his role, while the teacher only stimulates and directs his students' role-playing. In any case, a workable form for a daily plan should state the objectives, specify the activities. The plan itself should be brief, but with sufficient detail to be precise; indicate exactly what words, phrases, facts items are to be learnt and how; in the organization and conduct a foreign language lesson there

is always a wide range of possibilities. No two

teachers will treat the same topic in the same way.

The foreign language should be used for all common classroom activities. The foreign language teacher plans all the kinds of work he is to do: he plans the essential course, the optional course and the extracurricular work.

The first step in planning is to determine where each of his classes is in respect to achievements. It is easy for the teacher to start planning when he receives beginners. Planning is also relatively easy for the teacher who worked in those groups of the previous year because he knows the achievements of his students in each group.

Planning is more difficult when the teacher receives a group from another teacher and he does not know the students, their proficiency in hearing, speaking, reading and writing.

The teacher needs two kinds of plans to work successfully: the plan of a series of class-periods for a lesson.

Planning is very important for every young and experienced teacher.

Imagine starting a journey but with no idea where you are going. You are the driver of a bus full of students and you will drive them for 90 minutes, without your map you have no idea where you want to go or how to get there.

(G 201iu w. E. London 1997 p91)

2) Without some kind of planning, a lesson could be just as chaotic and could leave the students with no clear idea about the theme (Ted Plaster Developing listening Comprehension 1996 p19).

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 hope to achieve in the class, what it is they want the students to be able to do at the end of the lesson that they couldn't do before.

We know that planning is a sign of professionalism. Students expect teacher to be professional.

a) Planning is a way to help gaining the respect of your students. By planning you are considering your teaching situation and your particular students. However good your teaching material or course book may be it is unlikely that it was prepared for your particular students.

b) Planning gives you the opportunity to your material and teaching to your class.

c) Planning encourages teachers to consider their points and ensure they are included in the lesson.

d) Planning gives the teacher chance to predict possible problems in the class and think about ways to deal with them.

What are the principles of planning? Aims (objectives) One of the main principles of planning is establishing a clear aim (objectives) for your lesson. It is important that aims (objectives) are realistic. If the subject is too difficult for the students then they can

become frustrated and lose motivation.

The teacher starts by stating the objective or objectives of each group, that is what can be achieved in a classroom lesson. The lesson objectives should be stated as precisely as possible. Students coming to the lesson should know what they are to do during the lesson.

The teacher can state no more-than three concrete objectives for a particular class-period depending on the stage of instruction, the material of the lesson, and some other factors.

So it is important when planning to think about your particular class.

You may find it useful to bear these points in mind.

a) What do the students know already? If your 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.

b) 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? -

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

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's a good idea to try and vary the kinds of activities, materials and interactions.

When the teacher sits down its plan what they are going to be doing, one of the things they need to have in their heads is, how can I vary the pace of the class?

How can I vary the kind of things that's going to happen so that sometimes may be the students will be silent, sometimes they'll be loud, sometimes they'll be talking to others. 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's a good chance that most of

the students will remain engaged and involved. If you don't build variety into your plan the danger is that they'll switch off at some stage. (Nation.I.S.P.Teaching listening and speaking University Wellington [1995.pl85](#))

However well you plan you never know exactly what's 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, and something unexpected may happen during the lesson.

In then cases if the teacher sticks rigidly to their plan the careful preparation may actually have a negative effect. Careful planning is very important but teachers need to be able of adapt the 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 oral 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. Teachers

need to be aware of what is happening in and around the class. Student may raise interesting points and discussions could provide unexpected opportunities for language work and practice planning a lesson.

The initial planning is complete; it is time to start looking at how to achieve these aims. We need it plan a series of stages that will:

a) Engage the students.

b) Establish the context through which the new language can be introduced.

c) Show the students the language.

d) Give the students opportunities to practice and produce it themselves.

Every lesson has a beginning. And like the beginning of a book of a film, if it doesn't interest the reader, viewer or the student, then it may not be successful. The teacher should try to engage the students from the very start of the lesson. A good way of doing this is through activities called warmers or ice-breakers.

A warmer is a short activity that demands an active involvement from the students. We use warmers at the beginning of lessons for a variety of reasons.

The beginning of the lesson, to warm them up just like an athlete would warm up before their big race. Also it gives the students a chance ready to use a different language.

The main features of warmers:

a) A warmer should be an interesting activity to encourage the students to use English.

b) Warmers are meant to be short activities; they should not be a dominant part of the lesson.

c) Warmer activities do not necessarily have to be connected with the target language of the lesson. It is possible to adapt many activities to suit your teaching point-but the main purpose of warmers is to get the students ready to study and work in English.

d) Warmers can often be adapted to provide revision, giving the students an opportunity to use previously studied language

When planning to present a foreign language item the teacher needs to be sure of the following points:

a) How the language item is made-what the grammatical structure of the form is how it is pronounced and written, how negatives and questions are formed if appropriate.

b) Concept-what the form actually means.

c) Content-when the form is actually used.

There is a wide range of interesting activities, techniques and materials for presenting new theme. Most involve exposing the students to the language through written texts and dialogues.

Here are a few more of the materials that are used to introduce new theme:

-Video tapes

-Songs

-Pictures

-Stories and anecdotes

Here are two examples of presentation techniques which are both engaging and involving for the students. Controlled practice.

After that the new theme has been introduced to the students, they need to have an opportunity to try it out

for themselves.

To become familiar with the form and get their tongues and brains around it, controlled practice activities can be used. These activities focus only on the target language, giving the students many opportunities to use it. There are many kinds of controlled practice activities as well as those in grammar.

Drills

-Gap filling -Sentence- completion -Quizzes -Games

- Tests

- Information search

- Dictation

Controlled practice helps to fix the language in the students mind that this becomes more possible. Controlled practice can be very repeti-tive. Too much repetition can have a negative effect on the students. They can become bored and lose interest. In order to create and maintain a good atmosphere for learning, it's important to have variety in the practice stage and to be sure that activities do not go on for too long.

Controller practice activates develop students accuracy. Less controlled activities work on their fluency.

To improve fluency, whether oral or written, students need to have the chance to activate their language through activities and tasks that encourage them its use a wide rarfge of English as naturally as possible.

For example

a) Role plays

b) Discussions - on subjects of interest to the class.

c) Topics from current news.

d) Students own interests and hobbies

e) Writing sentences, writing letters, information's, advertisements and postcards

f) Projects and tasks -a class newspaper for example

All of these require a lot of different language. With careful preparation though, the teacher can choose or adapt even such freer exercises to in-clude getting some of the more confident students to perform' their role in front of the class.

Use of the taget language of the day. If stu-dents are only given controlled activities, then all we can know is how well they can use language in a controlled way. Most authentic language use is far from controlled. After

a less-controlled ac-tivity, it is usually a good idea to provide some feedbag. This could take the form of simple praise and encouragement, it may include getting some of the more confident students to perform their role plays in front of the class, for example, or it could involve looking at some of the serious language errors made by students.

Any lesson is only as long as the timetable allows. When planning, teachers obviously have to consider the amount, of time that they have with the class and stage their lessons accordingly.

A longer lesson may have more than one teaching sequence. Shorter lessons may not. But one thing is sure every lesson does have its finish and a good ending of a lesson is as important as a good start some teachers like to give a recap of the subject of the day, highlighting again the main points- directly or through elicitation.

This is a good way to consolidate the language point and give the students a clear sense of what they have accomplished.

It is also common for teachers to finish the session with activities similar to wormers. The aim here is not its worm up the students but or round off the iesson with enjoyable activity. The activity may or may not be connected with the focus of the lesson.

Bibliography:

1. Nation, I.S.P. Teachers listening 1 speaking
2. E.L.I. Victoria University Wellington, New Zealand, 1995 p.185.
3. Raimes, A. Techniques in Teaching Writing, Oxford University Press, New York 1983
4. Mahili, I "Responding to Students Writing", In Forum 32,4,1994
5. Robinson P.G. Role - Playing and class Participation - English Language Teaching journal. Vol xxxv, no4, July, 1981
6. Jeremy Harmer. The Practice of English language Teaching, 1991
7. Brusaw, C,Alred, Reference Handbook, second
8. G.I Oliu W.E. Edition, May field Publishing Co London, 1997 p 91
9. Mary Lawrence, Writing as a Thinking process p 85,1972
10. Ted Plaister, Developing listening Comprehension for ESL Students P 19 1996 c

Рецензент: д.пед.н. Асипова Н.А.