Principles of designing lesson plans for teaching ESL or EFL

Nosirova Nodira Nodirovna	(Student of the Pedagogical Institute of Bukhara State University) *nosirovanodira2808@gmail.rcom*
Pulatova Mohichehra Temirovna	(Teacher in Pedagogical Institute of Bukhara State University) *moxito_pulatova@mail.ru*

ABSTRACT

The article considers the principles of designing lesson plans for teaching ESL or EFL.

Keywords: lesson plan, presentation, and concept.

Teaching English, like teaching any subject, requires lesson plans. Many books and curricula provide advice on teaching English learning materials presented. However, most ESL teachers like to jumble up there lesson plans by including their own lesson plans. Sometimes, teachers are required to create their own lesson plans by including their own lesson points while teaching ESL or EFL at international institutions and studying establishments that are scattered over the globe. In order to help instructors starting out, a simple template to ESL lesson plans which can begin with as you begin to write your own ESL lesson plans for your classes. Before you plan your lesson, you will first need to identify the learning objectives for the lesson. A learning objective describes what the learner will know or be able to do after the learning experience rather than what the learner will be exposed to during the instruction (i.e. topics). Typically, it is written in a language that is easily understood by students and clearly related to the program learning outcomes.

There are many different approaches for teaching English effectively. However, most of these plans tend to follow this standard lesson plan format.

Warm-up – use a warm up to gain the right direction so as to enhance the brain.

1. Presentation- the presentation focus on the learning objectives for the lesson.

2. Controlled practice- controlled practice allows for close observation that the materials are quite understandable and pragmatic.

3. Free practice- free practice can help students to "take control of" their own language learning process.

4. Feedback- during the free practice section, taking notes of common mistakes can be meritocratic.

This lesson plan format is well-known for numerous reasons, including:

•Students have massive number of chances to learn a concept through various means;

•Students can own plenty of time to practice;

•Teachers can provide students quality detailed instruction, or students can deduce structures and learning points through practice;

•It gives variation over the course of 60-90 minutes;

•This lesson plan format moves from teachers to centered student.

In order to keep this standard lesson plan format from becoming monotonous, it is seminal to memorize that there are a number if variations that can be applied within the various segments of the lesson plan format.

Students might arrive tardily, bleary, stressed or otherwise distracted to class. In order to focus their attention on, that's the best to start with a warm-up activity. The warm-up can be simple as telling a short story or asking students' questions. The warm-up can also be more thought-out activity such as playing a song in the background or drawing an elaborate picture on the board. While it's fine to start a lesson with a simple "how are you" it's much better to tie your warm up into the theme of the lesson.

Plan the specific learning activities

When planning learning activities you should consider the types of activities students will need to engage in, in order to develop the skills and knowledge required to demonstrate effective learning in the course. Learning activities should be directly related to the learning objectives of the course, and provide experiences that will enable students to engage in, practice, and gain feedback on specific progress towards those objectives.

As you plan your learning activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. Some questions to think about as you design the learning activities you will use are:

• What will I do to explain the topic?
• What will I do to illustrate the topic in a different way?
• How can I engage students in the topic?

• What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
• What will students need to do to help them understand the topic better?

Many activities can be used to engage learners. The activity types what the student is doing) and their examples provided below are by no means an exhaustive list, but will help you in thinking through how best to design and deliver high impact learning experiences for your students in a typical lesson.

The presentation can take a variety of forms:

Reading selection:

•Soliciting students' knowledge about a specific point;

•Teacher centered explanation;

•Listening selection, short videos, student presentation.

The presentation should include the main meat of the lesson. For example if you are working on phrasal verbs, make the presentation by providing a short reading extract peppered with phrasal verbs.

The controlled practice section of the lesson provides students direct feedback on their comprehension of the task at hand. Generally, controlled practice involves some type of exercise. Remember that an exercise doesn't necessarily mean dry, road exercises, also these can be used as well. Controlled practice should help the student focus on the main task and provide them with feedback either by the teacher or other students.

Free practice integrates the focus structure, vocabulary, functional language into students' overall language usage. Free practice exercises often encourage students to use the target language structures in:

Small group discussions
• Written work (paragraphs and essays)
• Longer listening comprehension practice, games

The most important aspect of free practice is that students should be encouraged to integrate language learning into larger

structures. This requires more of a stand of approach to teaching. It's often useful to circulate around the room and take notes on common mistakes. in other words, students ought to be allowed to make more mistakes during this part of the lesson.

Feedback allows students to check their understanding of the lessons topic. Feedback can be done quickly at the end of class by asking students questions about the target structures. And my other approach is to have students discuss the target structures in small groups, once again giving students the chance to improve their understanding skills on their own.

In general, I think it's similar to use this Lesson plan format to facilitate students English learning by themselves. The more opportunity for student centered learning the more students acquire language skills on their own.

REFERENCES:
1. Anderson, L.& Krathwohl, D. 2001 (Eds). Add taxonomy for learning, teaching and assessing, a revision of bloom's taxonomy of educational objectives. New York, Edison Wesley Longman, NC
2. Bruner, J. 1990. Acts of meaning. Cambridge, Harvard University Press
3. Pulatova M.T. Semantic analysis of the application of military lexical units
   in the work of Christopher Marlow "Tamburlaine the Great", International Engineering journal for research and development. Vol.6, N.TITFL(2021), 186-190