



Problems of planning foreign language lessons

Jorayeva Yulduz Roziklovna

German language teacher at the Institute of Engineering Economics in Karshi

ABSTRACT

This article touches on some problems of planning a foreign language lesson, issues of preparation for a foreign language lesson based on a modern model of didactic analysis, which makes it possible to make thorough, methodologically sound decisions on planning a foreign language lesson.

Keywords:

lesson planning, model of didactic analysis.

The methodology of teaching foreign languages is one of the most important factors as the main task of general education schools. This issue is at the center of the Ministry of Public Education of the Republic. There are all conditions for educating students of general education schools and for them to master foreign languages. Specialists are doing great work in the field of teaching foreign languages. Educational programs have been created for all classes. Pedagogical technologies are being created in order to demonstrate knowledge, skills, and abilities in students. Therefore, the foreign language lesson differs from other educational subjects in two aspects, that is, the purpose and content of the lesson. If the foreign language teacher is able to plan the lesson and types of lessons and plan the foreign language lesson and organize the lesson in accordance with the time requirements and the purpose of the lesson, the effectiveness of the lesson and the final result are guaranteed. planning the organization of a language lesson, planning a lesson taking into account the knowledge levels of students in the class, being

well aware of the conditions of teaching, psychological laws, the stages of formation of speech skills, the main requirements for a modern foreign language lesson it is necessary to focus on knowing. If we list the modern requirements for the lesson:

- 1) the main goals of the lesson are not to explain the rules (information) about a foreign language, but to create skills and competences,
- 2) the speech process is imitated from the communicative direction to the speech practice exercises,
- 3) the methodical organization of the foreign language material in the lesson takes place in the form of a whole (the speech sample is considered a unit based on all the exercises),
- 5) the lesson will have a single leading goal and auxiliary goals,
- 6) lesson effectiveness is measured by student activity,
- 7) control in the lesson is meaningful,
- 8) whenever possible, the lesson is conducted in a foreign language,
- 9) with the help of the content of the educational

material, carefully developed methodical methods and demonstration, students are taught to be interested and seek knowledge,

10) the lesson is an event that, by memorizing the structural and general educational task, raises the level of students, strengthens the desire to know, and contributes to the work of education,

11) the age and stage of analysis of the students are taken into account during the lesson,

12) a foreign language lesson is a stage of using certain language material when choosing a speech activity. The main goal of lesson planning is the goal, tasks, volume of language material, the sequence of inclusion in the lesson process and, accordingly, formation of speaking skills. It is necessary to be able to determine in advance the difficulties that may arise in planning and to prepare the ways of its elimination and the corresponding exercises.

The difficulty of a foreign language is taken into account by the author of the textbook when creating exercises. When the teacher prepares for the educational material of this lesson, he analyzes the comparison of native language and foreign language phenomena. He increases his attention to those small language units, and if necessary, introduces additional exercises. Ensuring a sequence of exercises. Taking into account the skills and qualifications of the students that have been formed so far, determining the order of exercises to be performed in the lesson will give a result. With the intention of incorporating the presented and previously learned educational language material into the composition of skills and qualifications, three-stage - formative, developing and improving exercises are recommended. The teacher carefully integrates the requirements and material of the exercises of the lesson. From the textbook and the exercises given by him, the most effective method of execution is developed. Choosing equipment for the lesson. During the preparation for the lesson, special attention is paid to the choice of educational tools.

Sufficient and necessary equipment is prepared depending on the purpose of the lesson, new material, exercises and the level of students. Technical and simple, educational methodical complex and hand-made audiovisual tools and methods of using them are thought out. The behavior and actions of the teacher and students are carefully thought out in preparation for the lesson. The teacher should have professional pedagogical skills (planning, research, organization and training), methodical skills (knowledge of learning language, mastery theory, age and personality characteristics of students). Having mastered planning, the teacher will be able to choose language materials, teach, interact with students, and organize the lesson. In the modern foreign language teaching methodology, it is recommended to solve the issues of lesson planning and preparation for the lesson based on the "Didactic Analysis" model. When preparing for the lesson, the teacher answers several questions and makes a number of decisions. "Didactic analysis" model allows to make methodically based decisions. The teacher will be able to carefully consider each decision in turn. The "Didactic Analysis" model shows how the teacher makes decisions and their sequence when preparing for the lesson. But the teacher should also know how the learning process goes, what stages the lesson is divided into, and how these stages are implemented in sequence. During planning, the teacher asks "What should the students learn?", "What should the students do?" whether divided into groups consisting of..."; "What are the activities of the students carried out with what help?", what teaching tools, aids and materials are provided to the students for the lesson (tape recorder, cards, etc.), "O 'What should the teacher do?' should answer the question and find a solution to these questions. That's enough for the purpose of the lesson. Proper planning of the educational process is of great importance in achieving the desired goals of learning a foreign language. Planning is the key to successful implementation of all subjects studied

in secondary schools, including foreign language teaching.

Regardless of the type of plan (lesson plan, thematic, calendar or final), it requires the study of the educational material for a certain period based on all psychological and methodical laws and principles, and the relevant skills and competencies. refers to cultivation. Planning involves several interrelated steps. Accordingly, it is possible to distinguish between an annual plan, a thematic plan and a simple lesson plan. The annual plan is drawn up by the textbook authors. In turn, it is divided into half-yearly and quarterly plans. It defines the topics to be studied. The hours of lessons allocated for teaching each subject are taken into account, the scope of knowledge, the level of growth of speech forms, and the time of the types of inspections. It should be noted that any annual plan should be prepared on the basis of good preparation. If for any reason changes are made to the plan, they should be reflected in the half-yearly and quarterly plans. The process of teaching a foreign language is considered a creative process, and the teacher can make changes to it if necessary. The main task of thematic planning is to determine the final goal that will be achieved as a result of learning a certain topic. In short, the teacher's approach to each methodical stage of the lesson must be maximally thought out and directed to achieve the goal. The exercises that should be used in the practice of each student will develop his Knowledge, Skills, and Abilities. The more different the lesson is designed, the more it is different from each other and can interest the student, it will be the product of the teacher's creative approach

References

1. Allayarova, R. R. Problems of planning foreign language lessons / R. R. Allayarova, Charos Sabirova. — Text: neposredstvennyy // Molodoy uchenyy. — 2019. — No. 24 (262). — S. 527-529. — URL:
2. A. Kholiov. Pedagogical skills. Tashkent

"ECONOMY-FINANCE" 2011.

3.G. A. Kitaygorodskaya. I write the methodology of intensive training abroad. Moscow, "Vsshaya school"

4. Library. Zionet. Uz.