

STRATEGIES FOR AN EFFECTIVE LESSON PLANNING

Dilshoda Abduhalim kizi Abdurahimova

Student of Chirchik State Pedagogical University,

Scientific advisor: Nafisa Raimovna Kobilova

E-mail: adilshoda0407@gmail.com

ABSTRACT

The article discusses about new approaches of an effective lesson planning. Strategies that are found to be effective described in a clearly way. There is also mentioned about organizing a good lesson plan in teaching and new methods to implement. This article describes the best patterns for lesson planning.

Keywords: strategy, lesson plan, effective, objectivity, new trends.

INTRODUCTION

In today's challenging world it is important to pay great attention to education. And the function of teachers altered in a society not only the person who teaches but he became a person that encourages personal skills of students. An effective lesson gets students thinking and allows them to interact and ask questions, tap into their background knowledge, and build new skills. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. However, the underlying point of a plan is to lead to effective and efficient teaching. This will lead to strong engagement and progress. Consider the needs of the students rather than making lesson planning a box-ticking exercise. In truth, like all parts of teaching, lesson planning is a skill that takes time to master, it is often thought of as something that needs mastering before you can progress to the next level but the reality is, it is only a small part of becoming an excellent educator. [1]

LITERATURE REVIEW

It could be argued that a teacher's role is not to teach but to arrange for learning (Danielson, 2007). The importance in lesson planning is evident in the many decisions a teacher must make in order to prepare students for the learning experience. Panasuk, Stone, & Todd (2002) agreed that lesson planning involves a conscious effort by teachers to develop "a coherent system of activities that promote the development of students' cognitive structures" (p. 808). A study by Zahorik, Halbach, Ehrle, & Molnar (2003) determined that effective teachers excel at instructional orientation, which

deals with the type of content taught and how it is taught. The study highlighted the need for effective teachers to be effective planners as well. Lesson planning is the cognitive process of thinking about what will happen in the classroom during a lesson (Jalongo, Reig, & Helterbran, 2007). This involves the consideration of multiple aspects of the classroom, ranging from methods to engage the students in the material to the different ways students may react. [2]

METHODOLOGY

There is abundant evidence that teacher effectiveness raises student achievement (Ascher & Frucher, 2001; Borman & Kimbal, 2005; Chard, 2004; Darling-Hammond, 2000; Haycock, 1998). Effective teachers do make a difference in the lives of students. Marzano, Pickering, and Pollock (2001) found that an individual teacher can have a powerful effect on students even if the school does not. This important finding recognizes the importance of having qualified and effective teachers in the classrooms. In recent years, research on teacher effectiveness has reported a direct relationship to student learning (Darling-Hammond & Young, 2002; Stronge, Ward, & Grant, 2011; Stronge, Ward, Tucker, & Hindman, 2007). It has been documented how important effective teachers are to the success of students (Allington & Johnston, 2000; Hattie, 2003; Hanushek, Kain, O'Brien, & Rivkin, 2005; Sanders, Wright, & Langeuin, 2008; Wright, Horn, & Sanders, 1997). While these studies are just the tip of the iceberg to understanding the importance of teachers being effective, the results reveal that both students and schools require quality teachers to excel.

While the relationship between teacher effectiveness and student achievement can easily be seen in the above studies, figuring out what makes a teacher effective is much more difficult. Hattie (2003) identified five major dimensions of excellent teachers: “Expert Teachers

- can identify essential representations of their subject,
- can guide learning through classroom interactions,
- can monitor learning and provide feedback,
- can attend to affective attributes, and
- can influence student outcomes” (p.5).

From these five dimensions follow sixteen “prototypic attributes of expertise” (Hattie, 2003, p.5) that give further definition to the dimensions.

Finally, Danielson (2007) had similar findings in a study that identified aspects of teacher responsibilities. She found through empirical studies and theoretical research that the

complex activity of teaching could be divided into four domains of teaching responsibility:

- planning and preparation
- the classroom environment
- instruction
- professional responsibilities (Danielson, 2007). These studies represent specific ways instructional effectiveness can be observed or witnessed.

DISCUSSION

A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Specifying concrete objectives for student learning will help to a teacher determine the kinds of teaching and learning activities he will use in class, while those activities will define how he will check whether the learning objectives have been accomplished. [3]

Kelly and Kelli Cedo, who coordinate Title I programs for the district, hold lesson-planning workshops using the following strategies:

- **Determine the purpose of the lesson.** If you have a clear expectation, so will your students. "Remember, we are preparing our students for jobs we don't even know about yet," Kelly says. "They need to learn how to take ideas they hear and come up with new and creative ideas. Our lessons need to provide those kinds of opportunities."

- **Create space for student thinking and discussion.** "I ask teachers to make sure their questions allow for student discussion," Cedo says. "Can students agree, disagree, and explain their reasoning? Can they arrive at different conclusions and discuss with their peers in a comfortable, safe environment?"

- **Be prepared to push that student thinking further.** It helps to have prompts in your plan. How will you take them to the next level? How will you reach the ones who aren't getting it? Students must have an opportunity to apply their thinking independently. This should be part of the lesson and can be whole-group, mini-group, or individual work.

- **Make time for reflection.** This is the time when you come together with your students and summarize what worked and what didn't. By listening, you will know if you have met your goals and determine if any changes need to be made. [4]

CONCLUSION

Organizing a good lesson plan often requires creativeness and a lot of experience. Teachers should know how to overcome the challenges of lesson planning. The implementation of new technologies and modern trend in lesson planning can be effective. The aim of a lesson planning is to take an advantage of a better learning, with the help of useful strategies a teacher can provide lesson more effectively. The strategies mentioned above are beneficial for a teacher and a learner also can be active in a lesson. The subject that is related to topic of a lesson plan should also be clear and understandable to students. Using several methods in order to get high results a teacher should conduct a lesson with useful points. Therefore, a good lesson planning can help teachers to reach their aims and giving more knowledge to pupils.

REFERENCES

1. Jessica Miller Wunderle Straessle, TEACHERS' PERSPECTIVES OF EFFECTIVE LESSON PLANNING: A COMPARATIVE ANALYSIS, March 2014.
2. <https://www.educationcorner.com/how-to-write-a-lesson-plan/>
3. https://crlt.umich.edu/gsis/p2_5
4. <https://www.ascd.org/el/articles/how-to-plan-effective-lessons>