



Foreign language lessons and their schedule

Yulduz JORAYEVA¹

Institute of Counter-Engineering Economics

ARTICLE INFO

Article history:

Received March 2023
Received in revised form
15 April 2023
Accepted 25 April 2023
Available online
15 May 2023

Keywords:

optional course,
madrasa,
training,
lexicon,
pedagogy.

ABSTRACT

This article deals with conducting foreign language classes, optional classes, the purpose of classes, methodological resources, and practical exercises.

2181-1415/© 2023 in Science LLC.

DOI: <https://doi.org/10.47689/2181-1415-vol4-iss3/S-pp285-289>

This is an open access article under the Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/deed.ru>)

Chet tili darslari va uning jadvali

Kalit so'zlar:

ixtiyoriy kurs,
madrasa,
trening,
leksika,
pedagogika.

ANNOTATSIYA

Ushbu maqolada chet tili darslari, fakultativ mashg'ulotlar, darslarning maqsadi, uslubiy manbalar va amaliy mashg'ulotlar o'tkazilishi haqida so'z boradi.

Уроки иностранного языка и его расписание

Ключевые слова:

факультативный курс,
медресе,
обучение,
лексикон,
педагогика.

АННОТАЦИЯ

В данной статье речь идет о проведении занятий по иностранному языку, факультативных занятиях, цели занятий, методических ресурсах и практических занятиях.

¹ German language teacher, Institute of Counter-Engineering Economics.

The scope of the concept of the teaching process includes teacher and student activities and organizational forms of this process. In education, this process is called a school year, term, lesson/session. The term “lesson” refers to a part of the educational activity. An Arabic class (related to words such as Madrasa – a place where classes are held, a religious school; mudarris – a teacher, teacher; tadrīs – to teach/pass) is held in the colloquial language. The term training has the same root as the word exercise. Exercise is exercise.

A foreign language lesson/class consists of a set of exercises. Countless books and articles have been written on the issue of general pedagogy and special pedagogy, foreign language teaching (methodology), chapters and articles have been written in many scientific works, and large pamphlets have also been published. The completed subject of a foreign language is studied in the classroom and in extra-curricular activities (out-of-class work is carried out under the guidance of the teacher and independently). The lesson is legalized as a compulsory activity. Electives were once part of the extracurricular activities (now recommended as extracurriculars instead).

A lesson is a pedagogical work. When we hear and read the term “foreign language lesson”, its purpose, types, stages, and lesson development appear before our eyes. Let's get to their conclusion.

The purpose of the lesson. A foreign language lesson differs from other educational subjects in two aspects, that is, the purpose and content of the lesson. Speech is taught in these subjects. A foreign language student is busy with preparation and speech exercises. The main feature of a foreign language lesson is its practical, that is, speech orientation. They practice speaking, listening, reading, and writing. The organization of the educational process is directly related to the purpose of the lesson. A goal is a beacon of action. The final practical goal is the factor determining the goals and objectives of the foreign language lesson. In the lesson, based on the practical purpose, specific tasks are solved. Objectives (tasks) can be from one to three in one lesson. The goal is related to the result, and the task is related to the conditions of activity. There can be different tasks for the same purpose. The difficulty/ease of the educational material, the methods of overcoming difficulties, the mutual activity of the student and the teacher, and the internal motivation of the student to study are the conditions for setting the lesson task. Difficult material is studied specifically, that is, exercises directly related to it are performed. It can be understood that the student and the teacher work together. Intrinsic motivation is a matter of analysis.

Three categories of internal movement (motivation) are known in methodological sources: (1) related to the future (going abroad, using the language in one's work activities), (2) related to the near future (bases, competitions, Olympiads participation), preparing an article for the wall press) and (3) will be the motivation to complete the teacher's task. The last conditionally can be called close motivation. Motivation plays an important role in completing class assignments. In each lesson, speaking skills (language material) or speaking skills from task/goal-type instructional activities, i.e., skills and abilities fulfill the lesson goal/tasks. are determining factors. For example, to teach such and such an interrogative sentence in speech, to teach how to use such word(s), to teach to understand such grammatical phenomenon in the text, etc. There may be another purpose/task: teaching a monologue on a certain topic, teaching a pair of speeches, teaching to talk about a picture, etc. building a qualification or qualifications. Types of lessons can be divided depending on the purpose.

The purpose of the lesson can be several. The decision is made depending on the level of education, the place of the lesson in the training complex, the educational material, and the readiness of the students. For example, the development of a specific speaking skill can be combined with another practical task (e.g. teaching speaking and vocabulary/grammar; speaking and reading, speaking and listening).

When setting the goal, the following are taken into account: 1) the main part of the lesson (especially at the elementary and middle levels) is devoted to oral speech, and more speech exercises are performed. 2) read aloud to develop reading technique, reading aloud is often practiced in upper grades; 3) learning to get information from a book/text while reading. In addition to reading, the goal is to develop oral (speech) skills; 4) writing exercises take relatively little time, except for the written exam with writing techniques.

As you know, the lesson can be devoted entirely to oral speech (listening and speaking). One lesson should not be completely separated from reading and writing. The purpose of the lesson should take this situation into account. In order to achieve certain goals in the lesson, first of all, what is its goal (this goal is expressed in words), and its amount is determined. The goal is determined by taking into account the existence of educational, educational, and developmental aspects and other aspects of a foreign language.

Let's take the educational side of the lesson. We develop the communication skills of students. We teach speaking, reading, listening comprehension, and writing skills as means of communication. As you know, they are skill-based. Accordingly, it is natural that the cases of determining the goal are as follows: formation of lexical/grammatical/pronunciation skills of speech/reading/listening comprehension, development of reading technique, speech (monologue, double speech) skills development. There is one condition for naming these objectives correctly: they must be listed with a specific subject or language material name. So, the teacher expresses the purpose of the lesson as follows: formation of speech skills using such lexical units or formation of speech skills (monologue or couplet) on such a topic (for example: "Our village. or city").

Such formalization accepted by the teacher should be given to students in an understandable form: we learn to speak based on new words (they are taught); let's talk about our village/town. The quantitative aspect of the lesson objective is also determined. It is not recommended to have too many main objectives in one lesson. As far as possible, the leading goal is one, and the rest are additional goals, which are methodologically correct: formation of lexical/grammatical skills of speech and teaching pronunciation; formation of monolingual/paired speech skills on the topic and teaching new lexical/grammatical material. As mentioned above, conducting a lesson with practical, educational, educational, and developmental goals is also regulated. The purpose of the lesson is determined by the teacher while preparing for it.

Preparing the teacher for the lesson. Preparation for the lesson is of great importance in the formation of the teacher's pedagogical skills. In order to be ready for the lesson, the following step-by-step methodical measures are implemented: a deep understanding of the educational goals and determination of the goals/tasks of the lesson; to understand the essence of a modern lesson, that is, to imagine the requirements for it clearly; analysis of educational language material; finding a sequence of exercises, that is, planning methods of formation/control of skills and competences; selection of equipment used in the lesson; to be able to anticipate the educational

activities carried out by the teacher and the expected behavior of students in acquiring skills and qualifications; determining the type of lesson; developing lesson and subject plans.

Let's take a closer look at the listed components of the content of teacher training for foreign language classes

We list the modern requirements for the lesson: 1) the main purpose of the lesson is not to describe the rules (abstracts) about the foreign language, but to form skills and competencies; 2) speech practice (exercises) imitates the process of communicative speech; 3) methodical organization of foreign language material in the lesson is carried out as a whole (speech sample is the main unit in all exercises); 4) each type of speech activity is taught using a suitable exercise system; 5) the lesson will have single leading and auxiliary goals; 6) the effectiveness of the lesson is measured by the activity of the students; 7) if the control in the lesson is educational; 8) whenever possible, the lesson is conducted in a foreign language; 9) with the help of the content of the educational material, well-developed methodological methods and demonstration, students' interest and desire to know will be awakened; 10) a lesson is an educational and general educational task that raises the level of students, increases their enthusiasm for knowledge, and contributes to their educational work; 11) the student's age and level of knowledge are taken into account during the lesson; 12) a foreign language lesson is a stage of using specific language material in acquiring speech activity. Analysis of educational language material. Each lesson or group of lessons (paragraph) contains specific language material.

It is not unlikely that the new material will present some degree of difficulty. We will determine this by conducting a linguistic unit on the Galviri language experience of students. Foreign language and native language Difficulty of a foreign language is taken into account by the author of the textbook when creating exercises. While preparing the teaching material for this lesson, the teacher analyzes the comparison of native language and foreign language phenomena. Increases focus on more difficult language units and include additional exercises when needed.

Ensuring the sequence of exercises. Taking into account the skills and qualifications of the students so far, determining the order of exercises performed in the lesson will give a good result. In order to integrate the presented and previously learned educational language material into skills and competencies, three-stage exercises are recommended – formative, developmental and improvement. The teacher carefully analyzes the requirements and material for the lesson. The most effective way to perform the exercises in the textbook and given by him will be developed.

Choosing equipment for the lesson. During the preparation for the lesson, special attention is paid to the selection of educational tools. (Visuality is discussed in detail in Chapter V, and teaching aids in Chapter VI.) Sufficient and necessary equipment is prepared depending on the purpose of the lesson, new material, exercises and the level of students. Technical and simple, didactic-methodical complex and use of hand-made audiovisual tools and methods of their use are thought out.

During the preparation for the lesson, the actions of the teacher and students are carefully thought out. The teacher must have professional pedagogical skills (planning, research, organization and teaching), and methodological skills (teaching, knowledge of the language, knowledge of the theory of mastery, age, and personal characteristics of

students). A teacher who has mastered the skills of planning will have the opportunity to choose language material, create, communicate with students, and organize the lesson correctly.

The educational qualification of the teacher includes the implementation of lesson goals/tasks, the organization of student activities for the formation of skills and competencies, and teaching and supervision of speech communication. Organizational skills mean the implementation of a set plan, the organization of students' educational work, the use of audio-visual tools, and the management of students' learning process. Educational tasks include determining the educational and educational purpose of the lesson, attracting additional materials, and teaching students' foreign language material.

Knowledge (research) skills include scientific analysis of educational material, observation of students' learning activities, and analysis of own and other teachers' work experience. In the process of preparing for the lesson, the teaching skills of the teacher and the learning skills of the students should be taken into account.

REFERENCE:

1. O'. Hoshimov, I Yaqubov "Methodology of teaching English" (study guide) Tashkent "Sharq" publishing house 2003.
2. New Fly High 5 (methodical guide for teachers). 2017 year
3. Mominova, F.M. Use of modern innovative technologies in teaching English.
4. <https://cyberleninka.ru/article/n/chet-til-okyutin-metodikasidda-zamanovyi-metodlar>
5. <https://cyberleninka.ru/article/n/chet-tillarni-o-khuttuda-lukadulan-usol-va-metodlarin-tushnchasi-mohiyati-husuiyatlari>