https://buxdu.uz

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ ХОРАЗМ МАЪМУН АКАДЕМИЯСИ

ХОРАЗМ МАЪМУН АКАДЕМИЯСИ АХБОРОТНОМАСИ

Ахборотнома ОАК Раёсатининг 2016-йил 29-декабрдаги 223/4-сон қарори билан биология, қишлоқ хўжалиги, тарих, иқтисодиёт, филология ва архитектура фанлари бўйича докторлик диссертациялари асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган

2023-4/3
Вестник Хорезмской академии Маъмуна
Издается с 2006 года

Хива-2023

https://buxdu.uz

Anvarova S.M. Syntactic-semantic characteristics of exocentric compound words in english 119
Azizjonova S. Effective techniques of teaching reading in efl senior class 122
Bo'taev A.A. Uzluksiz ta'lim tizmida shaxs qiziqishini shakllantirishning uzviyligidagi pedagogik va psixologik omillar 124
Djamaldinova Sh.O. Muammoli ta'lim orqali – o'quvchilarni mantiqiy tafakkurini rivojlantirish 127
Farkhodova G.E., Ermetova J.I. Modern technologies for children with disabilities 130
Galiakberova A.R., Khoshimova N.A. Principles of teaching terms by specialty in higher education 132
Gulyamova N.X. The significance of pragmatics in language teaching 135
Ismoilov M. Moral culture in the development of society 138
Joniqulov A.Z. Formation of students' grammar skills as a component of speech skills 140
Kamalova D.A. Diachronic investigation of phonetic terms in english language 143
Karimova M.J. Nofiliologiya oliy ta'lim muassasalari talabalarining chet tilida kasbiy va kommunikativ kompetensiyasi 146
Khaydarova N.G. The importance of lesson panning in teaching- learning system 148
Mamedova N.Z. Milliy guruhlardagi talabalar uchun rus tili darslarida lingvomadaniy salohiyat 151
Narbekova R., Narbekov F. The importance of vocabulary in language learning and how to be taught 153
Nishanova X.V. Effect of information technology in teaching tourism terms 156
Qurbonova R.E., Kasimova Z.H. The role of artificial intelligence in modern education 158
Razoqova K.S. The importance of cultural awareness in english language teaching 161
Sagdullaeva F.B. Pedagogical requirements for the training of petroleum engineers in the system of higher and secondary specialized education 164
Sharif Kh.N. Organizing classroom for students with special needs 167
Sherjanova M.B. How to teach English to beginners 169
Shoazizova A.Sh. Development of grammatical competence in language learners 171
Shoazizova A.Sh. Improvement of grammar teaching methodology in the conditions of innovative educational institutions of higher education 174
Sirojidinova D.B. Muloqot va madaniyat 176
Sodikova Yu.F. Formation of socio-cultural competence of students through the interpretation of an authentic literary text 179
Xamdamova V.A. Texnologiya fanidan elektron o'quv adabiyotlarini yaratish jarayonini tashkil etish 181
Xo'jamberdiyeva Sh.K. Maktabgaca ta'lim tashkilotlarida badiiy adabiyot bilan tanishtirishning mazmuni 184
Yaxyoyeva G.B. Talabaning ijodiy faolligini ta'lim jarayonida takomillashtirish tizimi 188
Yusufxodjayeva F.M. Texnologiya fanidan o'quv-uslubiy adabiyotlarni yaratishga qo'yiladigan didaktik va uslubiy talablar 190
Zikirova N.Yo'. Umumiy o'rta ta'lim muassasalarida o'qituvchilarining metodik tayyorgarligini rivojlantirishda innovatsion texnologiyalarning o'rni 193
Абдуллаева С.Б. Методы и подходы обучения говорению на уроках английского языка в высших учебных заведениях 196
Боймуродов И.Х. Шуғулланувчиларнинг спортдаги фаолиятида тезкор-куч тайёргарлигининг аҳамияти 199
Володько О.М. Профилактика информационного стресса у будущих менеджеров 201
Мусаева Е.К. Психолингвистические факторы семейных отношений 205
Рахмонова Г.У. Ўзбек халқининг миллий ҳаракатли ўйинларидан жисмоний тарбия дарсларида самарали фойдаланиш йўллари 207
Султонов Ш.У. Жисмоний тарбия ўқитувчиси ва мураббий педагогик фаолиятининг ўзига хос хусусияти 210
Хайдарова Ш.Р. Некоторые рекомендации по проведению внеклассных мероприятий по русскому языку 213
Халиков Т.Х. Бўлажак компетентли ўқитувчиларнинг коммуникатив-креатив салоҳиятини моделлаштиришнинг методологик асослари 216

САНЪАТШУНОСЛИК ФАНЛАРИ

Kasimova A.B., Mukhammadieva I.M. Study of preferred silhouette shapes of women's clothing models for middle weight groups 220
Mukhamedov U.S. Multimedia arts 223

https://buxdu.uz

UDC 371.671.12

THE IMPORTANCE OF LESSON PANNING IN TEACHING- LEARNING SYSTEM

N.G.Khaydarova, teacher, Bukhara State University, Bukhara

Annotatsiya. *Ushbu maqolada dars rejasining o'quv jarayonida qanchalik darajada muhim ekanligi ko'rsatilgan. Dars rejasin tuzishda qanday usullardan foydalanish va tarkibiy qismlarini qanday tuzish kerakligi inobatga olingan.*

Kalit so'zlar: *dars rejasi, tarkibiy qismlar, usullar, retseptiv qobiliyatlar, atamalarni aniqlash, kommunikativ bo'lmagan, muhim o'quv jarayoni.*

Аннотация. *В данной статье показано, насколько важен план урока в образовательном процессе. При создании плана урока учитывались, какие методы следует использовать и как структурировать его компоненты.*

Ключевые слова: *план урока, компоненты, методы, рецептивные навыки, выявляющая терминология, некоммуникативный, существенный процесс обучения.*

Abstract. *This article shows how important the lesson plan is in the educational process. When creating a lesson plan, what methods should be used and how to structure its components were taken into account.*

Key words: *lesson plan, components, methods, receptive skills, elicit terminology, non-communicative, essential learning process*

Lesson planning is a crucial part of the teaching-learning system. A lesson plan is a step-by-step guide that provides structure to an essential learning process. It supports the instructor's choice of materials, activity adaptability to student needs, and preparedness for problem-solving. The three essential components of an effective lesson plan are the aims and objectives of the course, the teaching and learning activities, and the assessments to determine the level of student understanding of the subject. Identify the goals of the lesson. Determine if the lesson will focus on systems or abilities like vocabulary, grammar, functions, and pronunciation. Determine any possible problems with the lesson. Second, address any possible problems that kids could be having with class behavior and their capacity for speaking, writing, reading, and listening. Make a decision on how you would handle any management difficulties that could occur in the classroom. Plan the steps and exercises for the lesson. Several lesson plans for system and skill lessons are provided here. Receptive skills instruction for reading and listening

1. Lead-in — to establish the class's subject and grab students' attention. This may be a discussion of a picture or the title of the lesson, or it could be anything else that gets them geared up for reading and listening. 2. Blocking vocabulary pre-teaching to have pupils ready for listening and reading for gist; 3. Reading or listening to establish a short, straightforward assignment based on a

https://buxdu.uz

thorough understanding of the material as a whole. 4. Language pre-teaching is optional, although it is recommended to present any terminology needed for the complex task. 5. Creating a task based on deep comprehension forms might include gap fills, organizing events, true/false, etc. Reading and listening for full understanding The sixth activity is a speaking/writing practice based on the book.

Instruction on effective speaking and writing techniques 1. Lead-in—define the subject and grab the audience's attention. 2. Preparatory instruction in any necessary core vocabulary 3. Optional listening and reading to give students a taste of the text's style. 4. Be mindful of the layout to express or provoke it. 5. Listen carefully to the language to introduce or elicit terminology. 6. Discreet practice with vocabulary is optional. 7. More flexibility for students to come up with their own ideas for speaking and writing. 8. Feedback on content - to evaluate the ideas expressed in writing or speech. 9. It's critical to provide linguistic feedback to identify errors and encourage effective language use.

The instructional aim, the resources and equipment required, and the activities suitable to achieve the purpose are all identified in a lesson plan

All exercise instructions, rules, and example sentences should be documented in English in a new instructor's complete lesson plan. The teacher's failure to swiftly and properly develop an instruction or explain a rule without previous planning accounts for the bulk of session time lost.

Typically, English courses fall into one of three groups:

1. A combined instruction that emphasizes both language and abilities. Practice for a certain ability or talent is related to work on a specific language characteristic. The teacher organizes for semi-structured, non-communicative exercise and offers some new language material. Combination courses come in many forms, including those that improve spoken vocabulary and reading comprehension. 2. An integrated skills lesson concentrates on the growth of certain communication skills; different iterations of these lessons are singled out based on the skill(s) being/beings being highlighted.

3. The test lesson's primary objective is to test abilities (summative testing). Not all methodologists see it as a distinct category.

Lessons should be carefully planned for both integrated and combination skills. A lesson plan frequently begins with the date and the target audience. The approach itself is then followed by the teaching aids (textbook, extra materials, flash cards, equipment), as well as the practical, educational, developmental, and emotional goals. After a warm-up exercise, they execute several stages and activities. Make sure the home assignment gets looked at at some time, even if not precisely how it was completed. Additionally, time should be allocated for scheduling new house assignments and supplying the necessary explanations. A critical step is to summarize and offer both qualitative and quantitative comments. Timing is also very important.

the application of English as a tool for learning and teaching. A competent teacher should deliver a presentation that is comprehensive, compelling, economical, and flexible. Every student engages in intellectual dialogue. Tasks should aid in the development of talents and abilities. various relationships and pursuits. increasing the motivation of students and maintaining their focus. Another piece of advise is to not make too many plans, but to keep a few extra ones on hand for resources. Before starting the activity, go through with the students how long they should expect to spend on it. Don't forget to summarize the results of the activity. Spend some time transcribing the most important details off the board. Give slow readers time to react to a question. Don't think twice. Control the amount of time provided to each job. When it comes to scheduling, switch between more demanding and relaxing assignments, but keep the lesson's pace in mind.

An essential component of education is the lesson plan, which includes certain components. Goals, Objectives, Activities, Media, and Assessments. Lesson plans are a set of instructions that teachers use to describe what they will do in the classroom. A lesson plan is a collection of activities that represent the phases in a curriculum, before and after which you have a break of at least one day to reflect and get ready for the next lesson. There is no set format for what should be in a lesson plan. But it is generally acknowledged that a lesson plan has to contain a number of important components.

https://buxdu.uz

Goal. Goals are developed from needs analyses that are performed to obtain the information required relating to the learners and are broad changes that are desired to be accomplished by learners after finishing a course or program.

Primary school goals should reflect the qualities of children, but more significantly, they should be attainable for young students.

Objective. What the teacher wants the pupils to accomplish at the conclusion of the class is stated in the objectives. Sometimes goals and objectives are similar enough to overlap.

Activities. There are specific qualities that should be demonstrated in learning activities in accordance with the use of theme-based teaching. These guidelines should be followed while designing learning activities for young students: concrete to abstract, receptive to productive abilities, personal to impersonal, and regulated to less controlled.

Media. The media should be simple to create or purchase, simple to use and operate in a school setting, appealing to children, relevant and real, and enhancing their language abilities.

Assessments. First and foremost, the assessment should be able to gauge how successfully students are demonstrating the action verbs specified in the objectives. Second, the test should involve familiar activities from the student's time in school and be consistent with those activities. The evaluation of young learners should also be seen from a learning-cantered approach that emphasizes social interaction. Therefore, the assessment should be more focused on group projects or oral evaluation.

Methodology. The framework for this study was an applied descriptive study and qualitative research. Due to the nature of qualitative research, which uses actual settings as a direct source of data, it was used.

It may be inferred that both teachers understood the significance of creating English courses that integrated all five elements - goals, objectives, activities, media, and assessment. The ability to create measurable goals, objectives that matched those goals, activities that were sequentially well-ordered, media that were practical, effective, and appropriate, and assessments that supported children's learning-centered perspectives were all skills that teachers were able to develop.

There are many different ways to teach English, but the most typical classroom configurations are probably multilingual and monolingual. Students in monolingual classes all speak the same native language, or L1. These classes are frequently offered abroad. The majority of multilingual classes are located in nations with a large population of native English speakers. A pre - do - monolingual class is a hybrid phenomenon as well. This occurs when one language is spoken by the majority, along with a few people from a few other origins. Depending on the class you are teaching, your teaching style could change. The benefits of multilingual classes make it easier to ensure that English is the language of instruction and class discussion in such a setting. Students have plenty of opportunities to express themselves verbally, and they can interact with people from other cultures and backgrounds to learn from them. In addition to enhancing the language being learned, it can help broaden students' perspectives on the world and its variety. But just as there are two sides of everything, monolingual and multilingual have their disadvantages. One of the drawbacks of monolingualism is that it may be difficult to get the pupils to speak and debate in English. If two or more pupils have the same native tongue, they could unconsciously fall back on it. Similar to this, if you are teaching lower levels, it could be simpler for pupils to turn to their other classmates for assistance or a translation. Do not let the pupils know if you do comprehend some of the vocabulary used in the classroom. In order to use English as much as possible in class, students may start to rely on you to interpret for them or to explain concepts to them in their own language. The drawbacks of multilingualism include the necessity for thorough lesson planning to ensure that cultural sensitivities have been taken into account as there would be no common country or background in the classroom. It may be necessary to plan ahead for grouping and any assignments that need pupils to express their opinions on potentially contentious subjects.

REFERENCES:

1. Milkova S. Strategies for effective lesson planning //Center for Research on learning and Teaching. – 2012. – T. 1. – №. 1. – C. 1-29.