

**PLANNING FOR TEACHING AND LEARNING. UNDERSTANDING
AND WORKING WITH SYLLABI USED IN SCHOOLS, LYCEUM, AND
COLLEGES. WHAT GOES INTO LESSON PLANNING AND LESSON PLAN.**

Andijan state institute of
foreign languages a student of the
philology and language teaching
program **yusubova oqibatxon**
donyorbek qizi

Supervisor : **odilova gulchiroy**
xusniddin qizi

Annotation: This article discusses effective teaching and learning through structured lesson planning. It highlights the role of syllabi across schools, lyceums, and colleges, and examines how educators can interpret and implement syllabus objectives. The piece outlines key components of lesson planning, such as learning outcomes, teaching strategies, and assessments, emphasizing the importance of organized instruction for successful learning outcomes.

Key words: lesson plan, objectives, learning activities

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. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for each 3-hour lesson allows you to enter the classroom with more confidence and maximizes your chance of having a meaningful learning experience with your students.

Format of a lesson plan

While variations are plentiful, seasoned teachers generally agree on what the essential elements of a lesson plan should be.

1 Goals

You should be able to identify an overall purpose or goal that you will attempt to accomplish by end of the class period. This goal might be quite generalized, but it serves as a unifying theme for you. Thus, in the sample lesson plan understanding telephone conversation generally identify the lesson topic.

2 Objectives

It is very important to state explicitly what you want students to gain from the lesson. Explicit statements here help you to a. Be sure that you indeed know what it is you want to accomplish. b. Preserve the unity of your lesson. c. Predetermine where is or not you are trying to accomplish too much and d. Evaluate student's success at the end of or after the lesson.

Objectives are most clearly captured in terms of stating what students will do. However, many language objectives are not overtly observable, and therefore you may need to depart from strictly behavioral terms for some objectives. Try to avoid vague, unverifiable statements like this.

Students will learn about the passive voice.

Students will practice some listening exercises.

Students will do the reading section.

Students will discuss the homework assignments.

You would be unable to confirm the realization of any of these sorts of abstruse, loosely stated objectives. The objectives in the sample lesson plan at the end of the chapter are sorts of statements that you can turn back to after a lesson and determine, to some extent anyway how well students accomplished the objectives. In stating

objectives, distinguish between terminal and enabling objectives. Terminal objectives are final learning outcomes that you will need to measure and evaluate. Enabling objectives are interim steps that build upon each other and lead to a terminal objective.

Consider the following example:

Terminal lesson objective:

Students will successfully request information about airplane arrival and departure.

Enabling objective:

Students will comprehend and produce the following ten new vocabulary items.

Students will read and understand an airline schedule.

Students will produce questions with when, where, and what time.

Students will produce appropriate polite form of requesting.

3. Materials and Equipment

It may seem a trivial matter to list materials needed, but good planning includes knowing what you need to take with you or to arrange to have in your classroom. It is easy, in the often harried life of a teacher, to forget to bring to class a tape recorder, a poster, some handouts you left on your desk at home, or the workbooks that students gave you the night before.

4. Procedures

At this point, lessons clearly have tremendous variation. But, as a very general set of guidelines for planning, you might think in terms of making sure your plan includes

- a. an opening statement or activity as a warm-up
- b. a set of activities and techniques in which you have considered appropriate

proportions of time for

i whole-class work

ii small-group and pair work

iii teacher talk

iv student talk

c. closure.

5. Evaluation

Next, how can you determine whether your objectives have been accomplished? If your lesson has no evaluative component, you can easily find yourself simply making assumptions that are not informed by careful observation or measurement. Now, you must understand that every lesson does not need to end with a little quiz, nor does evaluation need to be a separate element of your lesson. Evaluation can take place in the course of "regular" classroom activity. Some forms of evaluation may have to wait a day or two until certain abilities have had a chance to build. But evaluation is an assessment, formal or informal, that you make after students have sufficient opportunities for learning, and without this component you have no means for (a) assessing the success of your students or (b) making adjustments in your lesson plan for the next day.

6. Extra-Class Work

Sometimes misnamed "homework" (students don't necessarily do extra-class work only at home), extra-class work, if it is warranted, needs to be planned carefully and communicated clearly to the students. Whether you are teaching in an EFL or ESL, situation, you can almost always find applications or extensions of classroom activity that will help students do some learning beyond the class hour.

Planning Lessons and Units of Work

Workshops can focus on planning. This involves fitting activities together, so that principles of selection and sequencing are effectively applied. This goal for a workshop is particularly useful when participants have been introduced to a new activity and now have to decide how it can be used in their own teaching. Harmer (1984) describes an interesting activity that can be used to encourage discussion through choosing and sequencing activities in a plan of work. The learners are given a blank timetable and a collection of small cards containing the name of an activity and the time needed to fill the slots on the timetable. The participants work in small groups to fill the timetable. There may be a list of principles that must be followed. Each group has to explain and justify their timetable to others. Input to this component of a workshop may be sample lessons from a course book, participants' descriptions of their own lessons and units of work, and content and sequencing principles. The outcome should be participants who are able to choose activities to meet a particular learning goal, who are able to decide what techniques will be the ones they will use most often in their teaching, and who are able to plan an integrated sequence of work.

A syllabus is a document that you will receive on the first day of class from each instructor. It includes important information you will need for the entire semester. Keep it and read it as it will include all or some of the following:

A course syllabus acts as a directional map to proceed in the way of learning. In this article, we will discuss that how your course syllabus can help you study effectively and perform well in the exams.

A syllabus is a kind of instructive tool that sets a standard of what is expected to happen during the complete course session. It prescribes the topics and concepts on the basis of which students will be tested in the final examination. A syllabus actually serves as the contract between the students and the teachers that contains functions and ideas that are used for the assessment of the students' performance.

What are the prominent features of a well-designed course syllabus?

→ The syllabus is a course-planning tool. It helps the instructor prepare and organize the course.

→ It describes the course goals; explains the course structure and assignments, exams, review sessions, and other activities required for students to learn the material.

→ It conveys to students a clear idea of the course content and the knowledge they will gain throughout the course.

→ It gives students room to do extensive practice in the form of various problem sets, homework and subject oriented assignments.

What are the benefits of a course syllabus?

→ It establishes contact and connection between students and instructors by stating the objectives and goals to be achieved at the end of the course.

→ It sets the tone for the course by streamlining the content of course.

→ It ultimately includes information that will facilitate the academic success of students.

→ It informs students of the course structure, goals and learning outcomes.

→ It outlines a student's responsibilities for success.

Conclusion:

Effective lesson planning and a clear understanding of the syllabus are essential for successful teaching and learning. They provide structure, set clear objectives, and guide both teachers and students toward achieving desired educational outcomes. By carefully designing lessons and using syllabi as roadmaps, educators can create engaging, goal-oriented learning environments that support student success and continuous improvement.

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