



The Originality of Pre-Planning the Lesson in Ensuring the Quality and Efficiency of Education

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Abstract: *In this article analyzed methods and means of achieving the quality and efficiency of education through lesson design, pre-planning of the lesson process, the goals set for it, the elements of the lesson plan, the activities that students should be engaged in, at the same time, what students will learn, what kind of work they will be able to do as a result are scientific pedagogical issues.*

Keywords: *Young teachers and practicing students, lesson plan, goal, goal setting, modeling, hands-on management, concept checking, independent practice, practical exercises, role play, assignments, lesson material, concept development.*

INTRODUCTION

The teacher's skill is reflected in the precise planning of the lesson. The lesson should be planned in such a way that what is intended to be done in it is clearly expressed and there should be no need to make a different plan. In most cases, it is observed that young teachers and students who have entered pedagogic practice make mistakes in lesson planning. The following situations can be taken as mistakes made in the activities of young teachers and practicing students.

- lack of clarity in the purpose of the lesson.
- often, the requirements of the educational goal are not proportional to the result of the lesson.
- that the resources and materials recommended for learning do not correspond to the purpose of the lesson.
- The referrals given by the professor-teacher do not ensure the effective learning of knowledge by the students during the lesson.
- The students' behavior indicated in the lesson plan cannot be an effective means of realizing the purpose of the lesson. In general, plans should be revised and work on eliminating errors [1].

RESEARCH METHODS

The lesson plan should be the basis for the teacher and students to achieve certain results. The lesson should be planned in such a way that there should be no room for its implementation in a different way. The basic principle of any lesson should be reflected in the plan. This principle envisages that the lesson provides the best and easiest way to achieve the effective goal [2].

RESULTS AND DISCUSSIONS

A lesson plan should include a number of elements to achieve the set goal, which can be shown as follows.

1. Estimated information: This information defines the boundaries and sections of the plan, namely:

- ✓ Who is the lesson intended for, students' levels;
 - ✓ A certain educational subject;
 - ✓ Parts of training;
 - ✓ The name of the professor-teacher.
2. Plan part: The plan part includes several steps that reflect the students' mastery of the lesson's goal and the teacher's influence, the required material and assessment methods. The exact algorithm of these stages is shown in the lesson project.

Each element of the lesson plan has the goal of forming certain skills, which are implemented through the requirements of a number of educational methods and practical work.

In the lesson project, it is necessary to pay attention to the following:

1. Targeting – Identifying activities that attract students' attention. Handouts, bulletin board questions, problem sets, etc.
2. Purpose - what students will learn today and what they will be able to do as a result (qualification). They should be able to demonstrate to the teacher a certain type of activity based on what they have learned today. The teacher determines how to perform this task.
3. Introduction - the teacher defines the material that the students should learn, develops the concept and shows how to easily acquire the skills.
4. Modeling (demonstrating) - the teacher shows or demonstrates in a graphic form what is being studied and, as a result, the skills that students should acquire.
5. Practical management - the teacher manages the students' activities. He guides them step-by-step for their qualification. It engages students' auditory and visual senses and allows them to engage in activities.
6. Checking the concepts - the professor-teacher checks the understanding of the students during the lesson with the help of various questions and determines whether it is possible to move forward or not. Defines the actions to be taken backwards if it is not possible to go forward.
7. Independent practice - professor-teacher creates an opportunity for students to check themselves. Students independently check what they have learned.
8. Completion of the lesson - before the conclusion of the lesson, students show their work and what they have learned by telling and demonstrating to the professor.

Practical exercises or role play. Assignment.

1. Choose a topic related to your specialty.
2. Set a goal:
 - a) What are you going to teach the students?
 - b) What handouts will you prepare?
 - c) What questions, problems are you going to raise?
3. Define the goal.
 - a) what will the students learn, what will they be able to do as a result?
4. Introduction.
 - a) specify the lesson material.
 - b) Develop a concept.
5. Modeling.

Show or draw a graph of the type of activity the students should be doing.

6. Practical management.

Chart and guide students through their acquisition of skills in steps.

7. Prepare questions to test concepts.

8. Determine the path of independent practice.

9. Complete the lesson.

Have the students demonstrate what they have learned.

Lesson delivery model. The teaching model can be divided into three categories.

✓ Visual consistency.

✓ Lesson plan.

✓ Basic technology card.

These are effects that ensure the formation of knowledge, skills and competencies in oral, written or graphic form. This can be best done during the lesson by using verbal explanations (for example, listening) or action demonstrations (for instance, doing).

Analysis of tasks set in the lesson. While roughly planning the lesson, the teacher should look for ways to teach children the qualities in the plan and how to form these skills and competencies in them. For this, the teacher imagines himself in the place of the student and divides these skills and competencies into several parts. Only after that, the teacher organizes each part demonstratively and ensures that the student acquires the specified skill [3].

Some teachers demonstrate and talk through a given skill from beginning to end to teach the student. In this case, the “complete material” (i.e., the explained skill) is the usual course material.

After the teacher explains the model, if the student forgets during independent work, he can ask the teacher again about the part he forgot. For example, I forgot the fourth part, if possible, show me another one. After that, the teacher gives individual help to remind the student. Or the teacher guides the student as he or she performs the specified skill. You got the third part right. You are on the fourth part, go back and start from the beginning. Check, did you do it right? Like the student sees the work he has to do and remembers what he forgot to do as if he had copied it.

The teacher encourages the students who have done the work well. Dr. Fred Jones added a new element to lesson design (equipment) that promotes educational effectiveness. It is as follows: the only way to optimally organize a lesson is for students to critically monitor their work and be able to eliminate their mistakes. Only then students will acquire more skills.

They gain better thinking and better understanding. The only way to do this is to use the “teaches your partner” method.

Here’s how to use it:

1. Divide the class into first and second partner parts;
2. Using the lesson transfer model, the first partner teaches the second partner and the second partner teaches the first part of the model;
3. The teacher models the educational method to the students first by listening and then shows (observe and perform) the parts of the model. Then the students accurately repeat what the teacher said and showed;
4. The teacher chooses two voluntary partners to monitor the class. He tells them the first part of the model and asks them to do it. In this way, the teacher teaches the partners the model step by step.

5. The teacher tells the partners in the class to teach each other about the first part. It shows how to monitor and evaluate the performance of the work and eliminate errors. The teacher's partners help him monitor and evaluate the classroom.
6. This method continues to execute other parts of the model.

This method teaches students to be demanding of each other and themselves, to be able to critically evaluate their work and to be able to eliminate mistakes.

Advice on setting educational goals. Before setting the goal in the lesson, the teacher needs to determine the range of behaviors that the students should perform and learn. The advantage of the goal set in the lesson and its differences from others should be highlighted [4].

CONCLUSION

Traditional lesson plans, defining a specific pattern in the lesson and forcing them to work based on it are harmful for the teacher and it stifles creative work, creative thinking skills, turns the pedagogue into robots working in the same mold, and destroys the formation of pedagogical skills. It is important to set a clear goal of education in the lesson. The clear definition of educational goals provides an opportunity to develop and discover lesson strategies.

This creates a great opportunity to educate students based on the set goal. This is an opportunity not only for students, but also for interested people in this field (supervisors, deans, parents, students, etc.). Because it is these interested people who express their objections to the field of education. Teachers are accused of ignorance, self-interest, liberalism, and subjectivity in evaluation. The teacher often does not want to admit their accusations. Then, if the teacher tries to put himself in the place of the parent who blames him, the deficiency will be clearly visible.

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