

LESSONS OF THE FOREIGN LANGUAGES AND DESIGNING A PECULIAR PLAN IN THE PROCESS OF TEACHING

Boymurodova Feruza Ziyot Kizi

Student, 1-english faculty, Uzbekistan state world Languages University,

Tashkent, republic of Uzbekistan

E-mail address: Boymurodovaferuza555@gmail.com ,

Aripova Matluba Lutfullayevna

Supervisor, candidate of pedagogical sciences,

Associate professor, Department of pedagogy and psychology,

E-mail address: aripova-matluba@mail.ru

Annotation: This article argues about the prestige of the foreign languages lessons. In particular, this very article concentrates on the various ways of teaching process how it is significantly basic to make peculiar lesson plans. It is undoubtedly true that distinctive features of foreign languages are extremely appealing to attract language learners or students to dive in studying like a bookworm. Moreover, this article goals at instilling eternal knowledge on the primary steps of lessons. It deals with fruitful information upon the list of core kinds of lessons.

Key words: Foreign languages lessons, steps of the lessons, lesson types, classroom interaction.

In current years, the requirement for capacities or skills in verbal as well as written form of foreign language communication for individual and professional intentions is an expandly portrayed fact. Due to the fact that nearly the whole contacts, such as, social, political, economical and personal ethnics. The primary aim of foreign language teaching is flourishing the social environment for numerous students so as to broaden their horizon successfully. It is evident that conducting different lessons is shaped as collective interconnected activities, namely the primary goal of every lessons is an essential part of the final goal. One of the most valuable aim which makes the lesson logical. This is mainly because an overwhelming majority of language learners

or students who are comprehensively attentive to acquire foreign languages, such as English, Chinese, Japanese and so on.

Especially, most of students focus on the teachers attitude towards the lessons` creativity through integrating almost all skills, for instance, reading, writing, speaking, listening. for this crucial reason, the task of a cycle of lessons that can be enhancing abovementioned abilities on a certain topic, speech materials, language as well. The topic can not be altered during the several lessons. However, types of speech activities as well as language materials might be new ones. In that case the aim of each lesson is looked for unique capabilities, which are being improved or else formed within concrete lessons. It is extremely important to realize deeply the capability of educating materials in the frame of a cycle.

According to the following above purpose it should be:

- ❖ defined words as well as structures, which must be acquired along with a time management for improving needed abilities;
- ❖ chosen special situations as well as patterns, according to the essential units of grammar and vocabulary, which are meaningful and frequently utilized within this topic;
- ❖ selected an appropriate material to practice and production for improving the skills of communication.

The cycle can include from 3 to 6 lessons. The whole ability of the work is shared into the cycle. An excellent example of distribution of the educating material is indicated:

The first lesson: presentation of a new topic; structures; new vocabulary; promote verbal speech which is related to the topic, especially, most of students who are very eager to learn the languages deeply; the specific text for listening with questions. A new material is represented by the teacher and restated by the students. It is suggested to represent a new material at the beginning of the lessons. Owing to the fact that it can give a possibility to have time for practice this very material and evaluate the learners` success.

The second lesson: teacher should work on a grammar material and skim reading.

The third lesson: professional working on speech, such as making a conversation, retelling the story or the fairytale, dialogues; creating a peculiar text on the fundamental of some texts.

The fourth lesson: the culmination of lesson for revision, namely transmission into writing, concluding the lesson, writing an essay, which is based on the students' imagination and creativity, as homework.

So as to achieve this goal, it is extremely necessary to interact both teachers and students with each other. This is primary reason that interaction is an achievable lesson hinges on interactions between the teacher and the class. Additionally, there are four possible strategies to organize a class within each recommending a wide range of acquiring potentials: individual work, pair work, group work, whole-class educating. Forms of interaction are:

❖ Individual work which is thoroughly essential to highlight a lesson where students can perfect work individually, for instance, while the students are listening or reading to a text or else doing written exercises in a workbook or a textbook. Personal works allow students to work at their own pace, besides, to work on activities eligible to their interests or proficiency grade; having language learners who work on their own also permit teachers to supply them with individual help or/and support. During planning individual work, teachers require to think how excellent students comprehend what is hoped of them and whether the task supplies adequate difficult, assistance, encouragement to sustain their interests.

❖ Pair work which provides possibilities for sustained interaction as well as has long been suggested as a key means of enhancing both fluency and accuracy in the usage of language. Grouping students in pairs might take into account their capacity grade, language within cultural background and other crucial factors that will be facilitative for a positive approach to acquiring. Some students who are unfamiliar with this acquiring arrangement may require pedantic orientation and preparation for pair-work tasks.

❖ Group work. Obviously, nowadays group-based learning is expandly used in the whole forms of educating and substantially alterations the interactional dynamics of the classroom. It comes in handy for students further development of communicative literacy in language classes. What is more, it can be very helpful to inspire self-confidence and can help to enhance a risk-free environment for language practice.

❖ Whole-class educating which includes teaching all the students together. A special lesson is organized for whole-class educating hinges on the kind of a lesson a teacher is educating as well as on the particular stage of the lesson. Whole-class, teacher-fronted educating can serve to concentrate on students` attention immediately on a learning task. When pedantically carried out, it can lead to the instantaneous and successful achievement of lesson ambitious plans, hence time management is significantly under the teachers` controlling process.

As a matter of fact, in order to create one of the foreign languages classes, we should implement several requirements, particularly, content-value, promoting motivation, utilizing modern technologies, achievement of the consequence.

– Content-value which means that choosing of the relevant as well as meaningful educating materials, sufficiency of strategies or techniques within colourful tasks to the educating aims and optimal cooperation of production along with practice.

– Promoting motivation which means that by this way teachers should supervise the students unique skills related to the success of acquiring language. Moreover, it is undoubtedly true that psychological aids of teaching foreign languages can tackle some problems or it can be useful to overcome language barrier totally.

– Utilizing innovative technologies which means that up-to-date technologies can solidify the lessons more fascinating than others.

– Achievement of the consequence, namely the culmination of the lessons indicates how to obtain our purpose maximally.

It is undoubtedly true that organizing the lessons is extremely demanding and substantially responsible. Due to the fact that an overwhelming majority of teachers who are pedagogically and psychologically courage to persuade the students

to do all the exercises punctually. Additionally, the number of teachers focuses on methodological perspective:

- Including into the language atmosphere;
- Instruction of the new material;
- Accomplishing exercises as activating and practicing the new material;
- Writing down and instruction of the homework, concluding the lessons`consequences as well as evaluating.

By comparing the traditional methodology the following kinds of the lessons:

– Traditional lessons which are conducted to learn language elements on grammatical grades, phonetical grades and lexical grades within the usage of language as a consequence of this kind of lessons is gaining the competence of linguistics.

– Daily communicative activities which come in handy with enhancing or forming capabilities in writing, listening, speaking, reading as well.

– Combination of initial kinds of lessons are directed to learn language sub-skills, cognitive knowledge within the skills of communication. During the practical educating the preference is given more to such kind of lessons.

As a consequence, according to the vast majority of linguists` point of view, educating foreign languages is strongly argueable in English classrom. Owing to the fact that especially, English, it is highly crucial to recognize the styles along with the accents of English from distinctive countries.

That is to say that if educators teach their students how to distinguish the authentic materials in their learning process it will be significantly helpful for persuading themselves to search pedantically all kinds of authentic materials. Nevertheless, some of the teachers who are comprehensively well-educated and professional, certainly, at their occupations. For this crucial reason, it can be clear that the process of teaching foreign languages which is the most rudimentary part of the academic life.

This is mainly because duration of lessons or making a plan which belongs to the both teachers and students attitudes towards them as soon as possible. Despite the fact that most of students who have difficulties in comprehending the lessons of meaning or the lessons of purpose, it does not matter, teachers should be very strict

and thoroughly responsible for equally controlling the classes whether they are mixed-ability classes.

Taking everything into consideration, it can be concluded that peoples have a common proverb: “Actions speak louder than the words”. That is to say that even though we mention regularly about how to teach or what to teach in methodological theory, it is just not changed only successfully or badly, but it is also identical the origin of history.

However, in order to achieve our ambitious goals, we should be persistent and comprehensively patient in any cases, especially, planning some new foreign language lessons or designing teaching materials. Additionally, teachers should be very critical and logical thinkers about them.

Furthermore, they forever attempt to work on themselves and enlarge their vocabulary, not only vocabulary, but also their other rudimentary skills, for example, reading, writing, speaking, listening by concentrating on their future life.

Finally, it should be noted that promoting the encouragement for learning language can be accomplished equally by both teachers and students.

References:

1. G. V. Rogova “Methods of teaching English”. Leningrad, “Просвещение”, 1975 г, page -140-142.
2. I. Yoqubov “Comparative methods of teaching English language at schools, lyceums and colleges”. “Bayoz” nashriyoti, Toshkent -2014, page -130-135.
3. J. Jalolov, G. T. Makhkamova, SH. S. Ashurov “English language teaching methodology (theory and practice). “Fan va Texnologiya”, Toshkent–2015, pages-112-114.
4. P. V. Sysoev, M. N. Evestigneev “Foreign language teaching methodology by using information communication – Internet technologies”. “Glossa Press”, Fenix-2010. Pages – 68-70.
5. Jeremy Harmer “The Practice of English Language teaching”. London – Longman, 1994, pages–45-48.