

## PLANNING AS THE MAIN ELEMENT OF THE EDUCATIONAL PROCESS

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### Abstract

The article investigates an important element of the teaching process – planning as it advises what tasks should be done during a lesson, emphasizes the most difficult parts of teaching content, recommends the most valuable demonstrations, exercises for fixing, revision and home task.

**Keywords;** element, important, exercises, home task.

### Introduction

Learning is the process of mastering the student of the known laws of the world. One of the ways a person learns laws is the knowledge of laws in the socio-historical development of man, in the process of his labor activity. Another way - the knowledge of the laws in the individual development of man. Such knowledge is possible only in conditions of training. After all, a person must learn the laws that have been accumulated in the experience of mankind, and not just what he himself can learn as a result of contacts with objects, phenomena, events of the surrounding reality.

Having considered the essential features of learning, we can give this definition to the concept of the “learning process”: learning is a specially organized cognitive activity with the goal of accelerating individual mental development and mastering the known laws of the world.

Revealing the essence of the learning process, we emphasized that it merges the teaching and learning, that is, the activities of the teacher and students. The purpose of the teacher’s activity is to manage the active and conscious activity of students in the assimilation of educational material. Therefore, the leading role in the educational process belongs to the teacher.

But the educational process itself is impossible without the active activity of students as subjects of learning. It is important to emphasize that in the past, when characterizing the learning process, teachers often reduced their students to a certain amount of knowledge and skills. With this approach, the teacher was considered an active subject of learning, and the student was only a passive object. Modern didactics believes that the teacher is called upon to organize the active work of the students themselves in assimilating new knowledge and skills, although this also presupposes an explanation, new information, etc. (M.V. Kharlamova, 2005, p. 7).

When revealing the structure of the educational process, it should be noted that the cycle of any managerial activity includes such elements as planning, organization,

stimulation, current control, regulation of activity and analysis of its results. All these elements are inherent in the activities of the teacher.

The teacher carries out the planning of his activities through the preparation of calendar-thematic and lesson plans. Sample calendar-thematic plans are published by the relevant methodological journals, and the teacher has to make only some adjustments arising from the characteristics of this school and class.

### **Main part**

The development of lesson plans can be helped by special manuals on the methodology of teaching the corresponding subject. These manuals give advice on the nature of the tasks that need to be addressed during the lesson, emphasize particularly important and difficult content elements, and recommend the most valuable demonstrations, experiences, exercises for reinforcing, repetition, and homework. The teacher's constant use of such teaching aids significantly saves his time when planning lessons and allows him to choose from a number of possible options the most suitable for this class.

Modern didactics does not recommend the use of a single, standard form for all teachers, and even less the form of the content of the lesson plan. The text of the plan depends on the pedagogical experience of the teacher. At the first stage of their work, young, beginning teachers will have to plan the lessons in more detail, indicating in them the purpose of the lesson, combining the main tasks of the educational, educational and developmental nature, briefly fix the main questions that will be used in the survey, set out a plan for studying new material, indicate the numbers of exercises for consolidating and applying knowledge, the content of tasks for homework, the list of equipment, and literature (L.M. Firdman, 2002, p.126).

Experienced teachers no longer need a detailed record of the purpose and objectives of the lesson, especially since their wording is contained in manuals on the methodology for studying the corresponding subject. Likewise, a plan to study new material may be less detailed. This does not exclude the possibility of some additional requirements for teachers with experience, if certification shows that they need to improve their planning activities.

The organization of educational work on the implementation of the plan is divided into preparatory and executive stages. In preparation for the lesson, the teacher, if possible, provides:

preparation of necessary technical training aids, visual aids, didactic and handouts; preliminary conducting experiments, demonstrations, viewing filmstrips to prevent possible difficulties, to choose the most important points; attracting students to prepare upcoming experiments, laboratory work and demonstrations; preliminary performance of exercises for consolidation, repetition and homework in order to take into account the possible cost of time in the lesson and at home; selection of educational and methodical literature that will be used in the lesson, supplying it with bookmarks and pointers in order to quickly find the necessary places (A.A. Utrobina, 2006, p. 79).

In the course of preliminary organizational work, the teacher makes some adjustments to the lesson plan, details it or removes some tasks that may cause difficulties for students.

The organization of teaching in the lesson itself involves, on the one hand, the organization of the teacher's actions themselves, and, on the other hand, the organization of students' activities in the assimilation of teaching material, the stimulation and motivation of learning.

Successful teaching is unthinkable without stimulating student activity in the learning process. The incentive component does not necessarily follow the organization. Pedagogy has accumulated numerous techniques and methods of stimulating active educational activity, and special methods of stimulation have been developed. Here we only note that stimulation can be carried out both by attracting the attention of students to the topic, arousing curiosity, curiosity, cognitive interest, and by developing students' duty, responsibility, activating learning, despite the absence of an interesting situation at the moment, interesting facts, etc.

### **Conclusion**

It is important not only to provide the need for studying the topic at the very beginning of the lesson, revealing its significance, unusualness, but also to think up methods of stimulation that will be used during the lesson and especially in the second part of it, when schoolchildren naturally become tired and they need influences that remove stress, overload and causing a desire to actively learn the learning material.

Thus, lesson planning should serve the purpose of increasing the pedagogical skills of teachers and providing them with practical assistance.

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