

**O'ZBEKISTON RESPUBLIKASI OLIIY  
HARBIY AVIATSIYA BILIM YURTI**

*Tillar kafedrasi*



*“Zamonaviy fan va ta’lim-tarbiya:  
mavjud muammolar; yechimlar va istiqbollari”*



**Xalqaro ilmiy-amaliy anjuman  
Maqolalar va tezislar to‘plami  
(2023-yil 28-aprel)**

**Qarshi -2023**



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**O‘ZBEKISTON RESPUBLIKASI MUDOFAA VAZIRLIGI  
O‘ZBEKISTON RESPUBLIKASI OLIY HARBIY AVIATSIYA  
BILIM YURTI**

**XALQARO ILMIY-AMALIY ANJUMAN**

**МИНИСТЕРСТВО ОБОРОНЫ РЕСПУБЛИКИ  
УЗБЕКИСТАН  
ВЫСШЕЕ ВОЕННОЕ АВИАЦИОННОЕ УЧИЛИЩЕ  
РЕСПУБЛИКИ УЗБЕКИСТАН  
МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ  
КОНФЕРЕНЦИЯ**

**MINISTRY OF DEFENSE OF THE REPUBLIC OF  
UZBEKISTAN  
HIGHER MILITARY AVIATION SCHOOL OF THE  
REPUBLIC OF UZBEKISTAN  
INTERNATIONAL SCIENTIFIC AND PRACTICAL  
CONFERENCE**

***ZAMONAVIY FAN VA TA’LIM-TARBIYA: MAVJUD  
MUAMMOLAR, YECHIMLARI VA ISTIQBOLLARI***

***СОВРЕМЕННАЯ НАУКА И ОБРАЗОВАНИЕ:  
СУЩЕСТВУЮЩИЕ ПРОБЛЕМЫ, РЕШЕНИЯ И  
ПЕРСПЕКТИВЫ***

***MODERN SCIENCE AND EDUCATION: EXISTING PROBLEMS,  
SOLUTIONS AND PROSPECTS***

2023-yil 28-aprel

Qarshi – 2023



## *“Zamonaviy fan va ta'lim-tarbiya: mavjud muammolar, yechimlari va istiqbollari”*

### ***Tillar kafedrası***

Ushbu xalqaro ilmiy-amaliy anjuman harbiy ta'lim tizimida amalga oshirilayotgan islohotlar, oliy harbiy ta'lim muassasalarida xorijiy tillarni integratsiyalab o'qitish mexanizmlarini yaratish, o'qitishning an'anaviy va zamonaviy innovatsion usullari, axborot-kommunikatsion texnologiyalaridan foydalanishning o'rni va ahamiyati, harbiy ta'limning dolzarb muammolari hamda o'qitish jarayoniga xalqaro tajribalarni samarali tatbiq etish masalalariga bag'ishlangan.

Mazkur anjumanda ta'lim sohasida mehnat qilib kelayotgan O'zbekiston Respublikasi va xorijiy davlatlar nufuzli oliy ta'lim va ilmiy-tadqiqot muassasalarining yetakchi mutaxassislari, professor-o'qituvchilari, doktorantlar, mustaqil izlanuvchi hamda magistratura va bakalavriat talabalari ilmiy maqola va tezislar kiritilgan bo'lib, unda harbiy ta'lim muassasalarida kadrlar tayyorlash tizimini takomillashtirish, oliy ta'lim muassasalarida xorijiy tillarni o'rganishni ommalashtirish borasida mavjud muammolar, ta'lim jarayonida innovatsion shakl va usullarini qo'llash tajribalarini tatbiq qilish, hamda ta'lim muassasalarida boshqaruv jarayoni va o'quv sifatini takomillashtirish muammolari tahlil qilingan.

Eslatma: maqolalarning mazmuni, sifati, ilmiy-faktik materiallari uchun mualliflar shaxsan mas'uldirlar.

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## LESSON PLANNING IN ENGLISH LESSONS AND ITS SPECIFIC CHARACTERISTICS

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**Annotation:** This scientific thesis intended to shed light on excellent English teacher's lessons should be. The object of the scientific work is the lesson plan, and the clarification of its perspectives is the subject of the work. Scientific works written by representatives of this field and information from social networks were used as a scientific source for the work.

**Key words:** lesson, planning, characteristics, formal, informal, objectives, structure, activities.

**Аннотация:** Данная научная работа призвана пролить свет на то, какими должны быть уроки учителя английского языка. Объектом научной работы является план урока, а выяснение его перспектив - предметом работы. В качестве научного источника для работы использованы научные труды, написанные представителями данной области, и информация из социальных сетей.

**Ключевые слова:** урок, планирование, характеристика, формальное, неформальное, цели, структура, деятельность.

**Annotatsiya:** Ushbu ilmiy tezis ingliz tili o'qituvchisining darslarini mukammal darajada yoritishga qaratilgan. Ilmiy ishning ob'ekti dars rejasi bo'lib, uning istiqbollarini oydinlashtirish ish mavzusidir. Ish uchun ilmiy manba sifatida ushbu soha vakillari tomonidan yozilgan ilmiy ishlar va ijtimoiy tarmoqlardagi ma'lumotlardan foydalanildi.

**Kalit so'zlar:** dars, rejalashtirish, xarakteristikalar, rasmiy, norasmiy, maqsadlar, tuzilma, faoliyat.



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## **INTRODUCTION**

A plan is typically any diagram or list of steps with details of timing and resources, used to achieve an objective to do something. It is commonly understood as a temporal set of intended actions through which one expects to achieve a goal.

For spatial or planar topologic or topographic sets see map. Plans can be formal or informal:

Structured and formal plans, used by multiple people, are more likely to occur in projects, diplomacy, careers, economic development, military campaigns, combat, sports, games, or in the conduct of other business. In most cases, the absence of a well-laid plan can have adverse effects: for example, a non-robust project plan can cost the organization time and money.

Informal or ad hoc plans are created by individuals in all of their pursuits. The most popular ways to describe plans are by their breadth, time frame, and specificity; however, these planning classifications are not independent of one another. For instance, there is a close relationship between the short- and long-term categories and the strategic and operational categories.

## **LITERATURE ANALYSIS AND METHODOLOGY**

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. A successful lesson plan addresses and integrates three key components:

- Learning Objectives
- Learning activities
- Assessment to check for student understanding



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A lesson plan provides you with a general outline of your teaching goals, learning objectives, and means to accomplish them, and is by no means exhaustive. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other. Listed below are 6 steps for preparing your lesson plan before your class:

#### 1. Identify the learning objectives

Before you plan your lesson, you will first need to identify the learning objectives for the lesson. A learning objective describes what the learner will know or be able to do after the learning experience rather than what the learner will be exposed to during the instruction (i.e. topics). Typically, it is written in a language that is easily understood by students and clearly related to the program learning outcomes.

#### 2. Plan the specific learning activities

When planning learning activities you should consider the types of activities students will need to engage in, in order to develop the skills and knowledge required to demonstrate effective learning in the course. Learning activities should be directly related to the learning objectives of the course, and provide experiences that will enable students to engage in, practice, and gain feedback on specific progress towards those objectives. As you plan your learning activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. Some questions to think about as you design the learning activities you will use are:

- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage students in the topic?
- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?



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- What will students need to do to help them understand the topic better?

Many activities can be used to engage learners. The activity types (i.e. what the student is doing) and their examples provided below are by no means an exhaustive list, but will help you in thinking through how best to design and deliver high impact learning experiences for your students in a typical lesson.

### 3. Plan to assess student understanding

Assessments (e.g., tests, papers, problem sets, performances) provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the learning objectives, and for instructors to offer targeted feedback that can guide further learning. Planning for assessment allows you to find out whether your students are learning. It involves making decisions about:

- the number and type of assessment tasks that will best enable students to demonstrate learning objectives for the lesson
  - Examples of different assessments
  - Formative and/or summative
- the criteria and standards that will be used to make assessment judgements
  - Rubrics
- student roles in the assessment process
  - Self-assessment
  - Peer assessment
- the weighting of individual assessment tasks and the method by which individual task judgements will be combined into a final grade for the course
  - information about how various tasks are to be weighted and combined into an overall grade must be provided to students
- the provision of feedback
  - giving feedback to students on how to improve their learning, as well as giving feedback to instructors how to refine their teaching



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**4. Plan to sequence the lesson in an engaging and meaningful manner**

Robert Gagne proposed a nine-step process called the events of instruction, which is useful for planning the sequence of your lesson. Using Gagne’s 9 events in conjunction with Bloom’s Revised Taxonomy of Educational Objectives aids in designing engaging and meaningful instruction.

**CONCLUSION**

**DURING THE CLASS: PRESENTING YOUR LESSON PLAN**

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. Providing a meaningful organisation of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind the planned learning activities. You can share your lesson plan by writing a brief agenda on the whiteboard or telling students explicitly what they will be learning and doing in class.

**AFTER THE CLASS: REFLECTING ON YOUR LESSON PLAN**

Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. If needed, revise the lesson plan.

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*“Zamonaviy fan va ta’lim-tarbiya:  
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