Stages of Organization of English Lesson Processes

Hayitova Nigora Rakhmatillaevna

Teacher of Renaissance Education University

Abstract: This paper explores the stages of organizing English lesson processes, focusing on key stages such as preparation, presentation, practice, and production. It highlights the importance of effective planning to ensure student engagement, skill development, and mastery of language concepts. The stages are examined in terms of their contribution to building a cohesive lesson structure that promotes active learning and critical thinking. Emphasis is placed on the teacher's role in facilitating smooth transitions between stages and adapting to students' needs. The study also discusses the integration of assessment and feedback throughout the lesson to enhance learning outcomes.

Keywords: Lesson organization, English language teaching, communicative approach, student engagement, instructional design, lesson planning, foreign language acquisition, adaptive learning, digital learning tools, structured teaching methods.

Introduction. The process of interaction between the teacher, students and information resources is called the "teaching form". The process of interaction is an integral part of the educational system and is carried out in a group or individual form. The organization of the learning process in a group is carried out in the form of classroom lessons. In the form of group teaching, the teacher gets acquainted with the educational materials, studies them and activates them in the process of interaction with all participants in the learning process. The individual form of teaching involves the development of an individual educational direction in the process of interaction with each student. In this case, the form of communication is teacher - digital resource - student, and the task is given individually. Independent work involves the organization of the educational process in teaching a foreign language without the interaction of the teacher and the student. This type of work is carried out using written speech or other methods. The distance learning platform is one of the forms of organizing the educational process and is aimed at implementing an individual form of foreign language lessons. Organizational forms of education determine the ratio between individual and group forms of education, the level of motivation and the involvement of cognitive activity. If organizational forms of education are considered at the university level, then we are talking about such organizational forms as extracurricular practical lessons, laboratory lessons, lectures, seminars, consultations, internships, tests, exams, interviews, and home education.

Methods. The lesson as the main unit of the learning process. Linguist J. Jalolov, in his book "Methodology of Teaching a Foreign Language," notes that many articles, manuals, and large treatises have been created in educational science on the subject of the lesson. Citing M.N. Skatkin, he writes that the lesson is a pedagogical work. In the modern system of teaching a foreign language, the lesson is considered the main organizational unit of the learning process, and when we talk about the lesson, the purpose, types, stages, and plan of the lesson appear before our eyes.

Lesson Objective. A foreign language lesson differs from other lessons in its purpose and content, in that it mainly teaches speech. That is, the lessons are speech-oriented, and students practically master speaking, listening comprehension, reading comprehension, and writing. Indeed, determining the purpose of the lesson is important and determines how the educational process is organized. Based on the purpose of the lesson, one or several (different) specific tasks are set. If the purpose of the lesson is related to the result, the task is considered to be related to the conditions of activity. To determine the task of the lesson, conditions such as the level of complexity of the educational material, methods of overcoming difficulties, the interaction of the teacher and students, and the student's internal motivation to learn are taken into account.

There are different stages of the lesson, and the formation of the goal depends on the main part of the lesson. Also, when determining the objectives of the lesson, it is necessary to take into account the practical, educational, educational, and developmental aspects of teaching a foreign language.

Result

Teacher's preparation for the lesson. The teacher's preparation for the lesson has a great influence on the improvement of his pedagogical skills. In the process of preparing for the lesson, the following methodological measures should be taken:

➢ understanding the goals of education;

➢ determining the goals and objectives of the lesson;

➢ understanding the content and essence of the modern lesson and being aware of the requirements for it;

➢ analyzing the language material for study;

Types of lessons. In the process of conducting lessons, group forms of education are used and are combined with various individual forms. The basis of any lesson is the ability of the teacher to achieve the goal set for himself in teaching a foreign language. In modern methodology, there are two approaches to classifying foreign language lessons.

The first approach was proposed by E.I. Passov at the end of the 20th century and is based on the formation of speech skills or abilities by the teacher in classifying a foreign language lesson.

Based on this classification, lessons are divided into 3 types:

➢ exercises aimed at the formation of speech abilities;

➢ exercises aimed at improving speech skills;

➢ exercises aimed at developing speech skills.

Within the framework of each of the above types of lessons, the following sub-types of lessons are distinguished, depending on the skills formed by the teacher in the lesson (phonetic, lexical, grammatical); by types of speech activity (monological, dialogical); by type of lesson (acquaintance with new material, its consolidation, verification, etc.).

The above classification of the lesson implies the gradual formation of types of speech activity in order to master a foreign language. The process from speech skills to the formation of speech abilities is covered. However, it should be noted that in the above typology there are no lessons aimed at mastering the knowledge that is the basis for the skills and abilities being formed.

The second approach, proposed by I.L. Bim at the end of the 20th century, is based on the types of speech activity formed through foreign language means. Within the framework of this approach, two types of lessons can be distinguished:

1. Lessons aimed at mastering the means and technologies of oral communication of students; linguist I.L. Zimnya suggests using speech as a method of forming and expressing thoughts in this type of lesson.

2. Lessons that develop and implement various types and forms of communication (listening, speaking, writing). In lessons aimed at mastering the means and technologies of oral communication by students, language units and options for their use are studied both in classroom lessons and in natural conditions of communication in a foreign language.

In our opinion, generalizing the experience of teaching a foreign language, we can talk about 3 types of lessons used in modern methodology:

1) a) aimed at mastering elements of the language system at the phonetic, lexical, grammatical levels; as a result, acquiring knowledge about the language system; b) mastering methods of using the acquired knowledge at the speech level (forming relevant skills).

2) Lessons aimed at mastering communicative activity. The purpose of such lessons is to develop speech skills in various types of activity based on the knowledge acquired and the skills formed. Within the framework of this type of lessons, lessons on the development of receptive (listening, writing and written speech, lessons on oral and written translation from a foreign language to the native language) and productive (speaking, reading, lessons on oral and written translation from the native language to a foreign language) types of speech activity are included.

3) Integrated lessons. They are aimed at the interconnected acquisition of knowledge, skills and abilities during one lesson. In the conditions of a philological university with a specialization in a foreign language, the division of lessons into aspectual (phonetics, vocabulary, grammar, stylistics, text analysis, translation lessons) and integrated lessons is carried out consistently.

In this case, complex education and integrated lessons that implement such lessons mean conducting lessons aimed at forming a language base, consolidating it with the help of exercises and using it in the process of oral communication within the framework of one lesson (or set of lessons).

Discussion. Lesson structure and stages. A lesson is an organizational unit of the educational process, consisting of a variable (variable) component and an invariant. A lesson is a clearly structured educational process. A lesson always consists of an introduction, a main part and a conclusion. Variable components depend on the purpose of the lesson and the stage of studying the material (introduction, explanation using visual and auditory aids, discussion of what has been learned, etc.).

Beginning of the lesson. The goal set at the beginning of the lesson is to prepare students for the lesson, set goals, give instructions. The beginning of the lesson can be a greeting from the teacher, writing the date and topic of the lesson on the board, discussing homework. The teacher's greeting often turns into a conversation with the group about some event, the weather, etc. Introductory conversation (also called speech exercises) is designed to create a communicative atmosphere in the lesson and prepare for the transition to its main part, before which the homework is checked by asking in groups or individually. In conclusion, the goal of the lesson is formulated, instructions are given on how to achieve it. Students' awareness of the goal of the lesson increases the motivational side of learning.

The central part of the lesson. The central part of the lesson includes explaining new material, its implementation in the form of exercises, speech exercises, working with the text, etc. Explanation of new material can be inductive (the teacher directs students to observe the lesson and at the end of the lesson draw conclusions based on the linguistic rule) and deductive (first the rule is given and it is reinforced with examples). It can be practical (for example, when familiarizing with lexical and grammatical materials, when demonstration aids are widely used) and theoretical-practical.

Taking into account the importance of consolidating the introduced new material with exercises in the next part of the lesson, it is recommended to allocate 10-12 minutes for introducing new material. As a result of the explanation, students will gain knowledge about language units and the rules for their use in speech. When introducing new educational materials, it is necessary to pay attention to their comprehensibility for all students in the study group and to constantly

monitor their assimilation. The methods of introducing new materials depend on the age of students and their level of language knowledge. For example, explaining new materials does not arouse interest in younger schoolchildren. Therefore, the teacher should strive to introduce new material in the form of a speech model, including in the context of a story, song, game, etc. In this case, the teacher should use various pictures, tables and diagrams, using the textbook and additional sources. The model used should not be complex in terms of lexical, phonetic and grammatical aspects at the same time.

Consolidation of new material is the most important part of the lesson, since as a result of training exercises, speech skills are formed, which ensures the error-free application of the acquired knowledge in various communication situations. To consolidate the material, exercises called preparatory exercises (or training, language exercises) are used and usually include the following exercises:

➤ Imitation exercises; conscious choice exercises; substitution exercises; modification exercises; sentence completion exercises; sentence expansion exercises; sentence combination exercises; analogy exercises; standard phrase exercises; key exercises; sentence construction with given words.

According to the methodology of the Russian linguist V.L. Skalkin, the following exercises are usually called speech exercises: response exercises; question-answer exercises; replica exercises; conditional conversation; situational exercises; scene appearance (role play).

Stage play exercises make a great contribution to the development of students' speech skills and are widely used by teachers. V.L. Skalkin cites various types of stage play and recommends using them depending on the purpose of the lesson. These include: social and household, professional and pedagogical, imitation, creative, game-competition, reproductive, retelling, descriptive, dramatization, argumentative, oral storytelling, initiative (chain exercises) and role-playing games for working in pairs.

The final part of the lesson. The final part of the lesson includes closing the lesson, monitoring and evaluating student work, and assigning homework. The effectiveness of the lesson largely depends on the professional skills of the teacher, and the teacher is required to follow the following rules:

➤ correct planning and distribution of class time (explanation of the subject, reinforcement, practical exercises, control);

➤ clear and purposeful explanation of the topic;

➤ use of educational materials that are interesting and understandable for students;

➤ correct guidance of students during the lesson (answers to questions, speech practice, etc.);

➤ Use of ICT and visual aids;

➤ use of individual, pair, group work techniques;

➤ stimulating students' activity during the lesson;

➤ providing the motivational side of the lesson.

It is worth noting that the problem of the ratio of Teacher Talking Time and Students Talking Time deserves special attention. The teacher should talk more when explaining new topics and tasks, assessing students' work, and announcing their results. A good teacher's speech is an example. However, , it should also be taken into account that one of the shortcomings of the lesson is only the teacher's excessive talking. Listening to the teacher's long, unanswerable statements in the foreign language being studied leads to a decrease in students' attention and a loss of interest in learning. Therefore, the main rule of teaching a foreign language is to get students to speak in the foreign language being studied. It is like that.

Conclusion. So, summing up all of the above, it is worth noting that organizational forms are an integral component of the foreign language teaching system and are implemented in the lesson in the form of joint activities of the teacher and students. Such forms of training regulate the ratio of individual and collective in learning, the degree of students' activity in educational and cognitive activities and the features of its management by the teacher. With regard to school education, the main organizational form and structural unit of the educational process in a foreign language is a lesson, and in a university - this is a classroom practical lesson. A modern lesson (practical lesson) is characterized by the predominance of collective forms of training in combination with individual work. There are various classifications of lessons, but all of them provide for classes in mastering language tools and communication activities.

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