

SOME ISSUES OF LESSON PANNING AND ITS IMPORTANCE IN EDUCATIONAL SYSTEM

Burkhanova Sabo Tulanovna

Docent of “Social Sciences” Department

Tashkent State University of Economics

E-mail: burhanovasabo@gmail.com

<https://orcid.org/0009-0006-6372-7153>

Abstract: Lesson planning is a crucial part of the teaching-learning system. A lesson plan is a step-by step guide that provides structure to an essential learning process. When creating a lesson plan, what methods should be used and how to structure its components were taken into account. This article examines the importance of lesson planning in the educational process.

Key words: lesson plan, adaptability , instructor ,components, methods, flexibility, learning activities, essential learning process.

With a specific lesson plan the class will be organized and all minutes of it will be used promptly. This lesson plan eases the journey of the teachers in respect to the syllabus because he or she would know how much information should be covered in a given time and period. Lesson planning helps teachers to set the most clear goals for each lesson. For instance, a teacher of standard History lesson might say: ‘By the end of the lesson, students should be able to identify and discuss the most important part of the theme or event they discussed at the lesson.’ Having clear objectives helps students understand what will be taught and having definite objectives help teachers decide on the best teaching methods and assessment. With a plan, the teacher can add a variety of teaching activities that enable learning to be fun and a bit unpredictable for students.

Beyond the planning period, teaching offers the opportunity for assessment and feedback to take place. A good lesson plan will incorporate both ‘formative’ (ongoing) and ‘summative’ (final) assessments of students’ progress, to ensure that their understanding of key topics is tracked in real time and provide feedback if students are unsure of the concepts being taught. Assessment allows us to monitor progress against learning outcomes and make informed decisions about the direction to take learning.

Lesson planning is a crucial part of the teaching-learning system. A lesson plan is a step-by-step guide that provides structure to an essential learning process. It supports the instructor's choice of materials, activity adaptability to student needs, and preparedness for problem-solving.

The three essential components of an effective lesson plan are the aims and objectives of the course, the teaching and learning activities, and the assessments to determine the level of student understanding of the subject:

- Identify the goals of the lesson. Determine if the lesson will focus on systems or abilities like vocabulary, grammar, functions, and pronunciation. Determine any possible problems with the lesson.
- Second, address any possible problems that kids could be having with class behavior and their capacity for speaking, writing, reading, and listening.
- Make a decision on how you would handle any management difficulties that could occur in the classroom. Plan the steps and exercises for the lesson.

Receptive skills instruction for reading and learning

- Lead-in — to establish the class's subject and grab students' attention. This may be a discussion of a picture or the title of the lesson, or it could be anything else that gets them geared up for reading and learning.

- Blocking pre-teaching to have students ready for the topic of the lesson;
- Establishing a short, straightforward assignment based on a thorough understanding of the material as a whole.
- Pre-teaching is optional, although it is recommended to present any material needed for the complex task.

Instruction on effective teaching and learning techniques

- Lead-in—define the subject and grab the audience's attention.
- Preparatory instruction in any necessary core information.
- Optional tasks to give students a taste of topic.
- Be mindful of the layout to express or provoke it.
- Listen carefully to the provided information or data.
- More flexibility for students to come up with their own ideas for the topic of the lesson.
- Feedback on content - to evaluate the ideas expressed by students.

The instructional aim, the resources and equipment required, and the activities suitable to achieve the purpose are all identified in a lesson plan. All exercise instructions, rules, and

data should be documented in a new instructor's complete lesson plan. The teacher's failure to swiftly and properly develop an instruction or explain a rule without previous planning accounts for the bulk of session time lost.

Lessons should be carefully planned for both integrated and combination skills. A lesson plan frequently begins with the date and the target audience. The approach itself is then followed by the teaching aids (textbook, extra materials, flash cards, equipment), as well as the practical, educational, developmental, and emotional goals. After a warm-up discussion, they execute several stages and activities. Make sure the home assignment gets looked at some time, even if not precisely how it was completed. Additionally, time should be allocated for scheduling new house assignments and supplying the necessary explanations. A critical step is to summarize and offer both qualitative and quantitative comments. Timing is also very important. A competent teacher should deliver a presentation that is comprehensive, compelling, economical, and flexible. Another piece of advise is to not make too many plans, but to keep a few extra ones on hand for resources. Before starting the activity, go through with the students how long they should expect to spend on it. Don't forget to summarize the results of the activity. Spend some time transcribing the most important details off the board. Give slow studets time to react to a question. Don't think twice. Control the amount of time provided to each job. When it comes to scheduling, switch between more demanding and relaxing assignments, but keep the lesson's pace in mind.

Lesson plans are a set of instructions that teachers use to describe what they will do in the classroom. A lesson plan is a collection of activities that represent the phases in a curriculum, before and after which you have a break of at least one day to reflect and get ready for the next lesson. There is no set format for what should be in a lesson plan. But it is generally acknowledged that a lesson plan has to contain a number of important components.

An essential component of education is the lesson plan, which includes certain components:

Goals; Objectives; Activities; Media and Assessments.

Goal. Goals are developed from needs analyses that are performed to obtain the information required relating to the learners and are broad changes that are desired to be accomplished by learners after finishing a course or program. Primary school goals should reflect the qualities of children, but more significantly, they should be attainable for young students.

Objective. What the teacher wants the pupils to accomplish at the conclusion of the class is stated in the objectives. Sometimes goals and objectives are similar enough to overlap.

Activities. There are specific qualities that should be demonstrated in learning activities in accordance with the use of theme-based teaching. These guidelines should be followed while designing learning activities for young students: concrete to abstract, receptive to productive abilities, personal to impersonal, and regulated to less controlled.

Media. The media should be simple to create or purchase, simple to use and operate in a school setting, appealing to children, relevant and real, and enhancing their language abilities.

Assessment. First and foremost, the assessment should be able to gauge how successfully students are demonstrating the learned topic. Second, the tests should involve familiar activities from the student's time in school and be consistent with those activities. The evaluation of young learners should also be seen from a learning-centered approach that emphasizes social interaction. Therefore, the assessment should be more focused on group projects or oral evaluation.

To conclude I would say that Lesson planning isn't paperwork for the sake of paperwork — it's the quiet architecture behind a good class. When it's done right, the lesson flows like a well-shot scene: nothing random, everything intentional.

First, it gives direction. Without a plan, teaching can drift — you start with one idea and end somewhere else entirely. A clear plan keeps the objective in focus, making sure every activity, question, and explanation moves toward a specific learning goal.

Second, it saves time and energy. Ironically, spending time planning reduces stress during the lesson. You're not improvising every minute or scrambling for ideas. Instead, you're free to focus on students — their reactions, confusion, curiosity. The structure is already there; you just bring it to life.

Third, it improves student engagement. A planned lesson considers pacing, variety, and interaction. You can mix explanations with discussions, visuals, or tasks, preventing boredom. Students feel the difference — the class has rhythm instead of chaos.

It also allows for flexibility. That might sound contradictory, but a solid plan actually gives you control to adapt. When you know your core objective, you can adjust timing, skip or expand parts depending on how students respond — without losing the purpose of the lesson.

Another key point is assessment. Planning helps you decide how you'll check understanding — whether through questions, quick exercises, or reflection. Without this, it's easy to finish a lesson without knowing if anyone truly learned anything.

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