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LESSON STRUCTURE AND ITS COMPONENTS

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Abstract: There are constant, invariant components of the lesson structure, and there are components that can vary. The main traditional stages of the lesson and evaluate them in terms of whether they are mandatory or optional.

Key words: lesson structure, beginning, checking homework, material, error, training, speech skills.

How should the lesson be structured? Should all classes have a single construction scheme, or should the lesson scheme vary? There is no clear answer here. The structure of a lesson is determined by its content, material, and place in the lesson cycle.

The beginning of the lesson is the “organizational moment”. The purpose of this part is to create an atmosphere of communication. The teacher must make the students want to speak, and the teacher and students in the Russian language lesson are speech partners. It is very good if at the beginning of the lesson the teacher tells students his “program”: what they should learn in the given lesson, what speech skill or skill they will master by the end of the lesson. Starting the lesson in this way will help you make the whole lesson more effective.

Checking homework, repeating the material of the previous lesson. Does it have to be this stage? The purpose of the subject “foreign language” is to formalize students’ practical skills, skills in various types of speech activity. Under the condition of “knowledge, repetition and control” are a mandatory, specially allocated stage of training. But when forming skills and abilities, “repetition” is included in the fabric of the lesson constantly, without this, the development of skills is impossible. The same can be said about control.

Training activities with language material. The main component of the English language lesson, its main content are exercises. They serve for the formation, development and improvement of skills and abilities in four types of speech activity – reading, speaking, listening, and writing. This component is mandatory, its content – types of exercises, their sequence-is variable.

Explanation of the homework. This is a very important stage of work. The teacher should give clear instructions to students about what they should do at home and how to do it, and write their homework on the blackboard. You can give the house the exercises that are manageable for the students, did not introduce new difficulties. When completing homework, students must repeat the same language learning activities that they performed in the classroom.

Summarizing. This is the final stage of the lesson. Each lesson should be a “step” for students to master the English language, and the teacher’s task is to show them this “step” so that students understand that they are successfully overcoming new and new difficulties. When evaluating the work of students, the teacher should try to emphasize the positive aspects.

Creating an atmosphere of positive emotions in the classroom is a very important task of the teacher.

The speech of the teacher. How long the teacher should talk depends on the purpose of the lesson. When introducing new material, the teacher speaks more, while the students mostly speak during training.

The teacher’s speech should be exemplary. If it is difficult to formulate your idea in Russian, it is better to pause, think over the phrase, so that it sounds in a clear language design. From the very beginning of training, students should perceive the teacher’s speech sounding at a normal pace; first uses the lower bounds of the normal pace, then proceeds to the average pace. Each teacher should determine the tempo of their slow, normal, and accelerated speech in order to vary it for educational purposes.

Instructions for completing tasks. Tasks for students should be feasible and have only one difficulty. Familiarity of phrasing facilitates the work of students, saves time in the lesson.

Correction of mistakes. Whether to interrupt the statement of the students for the correction of various speech disorders? It is difficult to give unambiguous answers to these questions. Only one thing is certain-correcting mistakes should not be a source of negative emotions for students. Students should not be afraid to speak with mistakes. Some errors in students' speech, if they are not very significant, the teacher can leave without correction, but will definitely fix them for themselves. Recording student errors is an extremely important aspect of a teacher's job. Classification of student errors helps the teacher correctly determine the direction of further work, adjust his plans, pay attention to work on the material that was not learned by students.

There are two things you should consider when working on errors:

- 1) the teacher should not repeat the mistakes of students. In the speech of the teacher, only the correct constructions of the English language should sound, so that they are stored in the memory of students;
- 2) when working on correcting mistakes, the teacher should not personalize them. Personification of mistakes is again a source of negative emotions, which should be avoided by all means in the lesson. And the teacher works on mistakes not because the student made them, but because these mistakes are typical and can be made by any student.

When preparing for a lesson, the teacher should always be very clear about what he will teach his students in this particular lesson.

You can perfectly provide the content side of the lesson, but lose sight of the language aspect. At each lesson, students should learn something, and not just get information in English.

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