UNDERSTANDING AND WORKING WITH SYLLABI.
WHAT GOES INTO LESSON PLANNING AND LESSON PLANS

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Annotation: This article provides information about what a syllabus is, how to use it and how to understand it, as well as how to organize a lesson. The course syllabus serves as a contract between the student and professor regarding course expectations and policies. Every teacher should read the program and understand what it is. Before the lesson, he should familiarize himself with the textbook and the Synopsis. The main qualities of a teacher are manifested in lesson planning, students' interest, and students' activity during the lesson. the article provides a brief overview of this.

Key words: syllabus, understanding syllabi, working with syllabi, lesson plan, time management, activities.

Annotatsiya: Ushbu maqolada o'quv dasturi nima, undan qanday foydalanish va uni qanday tushunish, shuningdek, darsni qanday tashkil qilish haqida ma'lumot berilgan. Kurs dasturi talaba va professor o'rtasida kurs talablari va siyosati bo'yicha shartnoma bo'lib xizmat qiladi. Har bir o'qituvchi dasturni o'qib, nima ekanligini tushunishi kerak. Darsdan oldin esa darslik va Konspekt bilan tanishib chiqishi kerak. O'qituvchining asosiy fazilatlari darsni rejalashtirish, o'quvchilarning qiziqishi, dars jarayonida o'quvchilar faolligida namoyon bo'ladi. maqolada bu haqida qisqacha ma'lumot berilgan.

Kalit so'zlar: o'quv rejasi, konspektni tushunish, konspekt bilan ishlash, dars rejasi, vaqtni boshqarish, mashg'ulotlar.

Аннотация: В данной статье представлена информация о том, что такое учебная программа, как ею пользоваться и как в ней понимать, а также как организовать урок. Программа курса служит договором между студентом и профессором относительно ожиданий и политики курса. Каждый учитель должен прочитать программу и понять, что она собой представляет. Перед уроком он должен ознакомиться с учебником и конспектом. Основные качества учителя проявляются в планировании урока, заинтересованности учащихся, активности учащихся во время урока. в статье представлен краткий обзор этого.

Ключевые слова: учебная программа, понимание учебной программы, работа с учебной программой, план урока, тайм-менеджмент, деятельность.

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.
  o Examples of different assessments
  o Formative and/or summative
• The criteria and standards that will be used to make assessment judgements.
  o Rubrics
• Student roles in the assessment process
  o Self-assessment
  o 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.
  o Information about how various tasks are to be weighted and combined into an overall grade must be provided to students.
  • The provision of feedback
  o Giving feedback to students on how to improve their learning, as well as giving feedback to instructors how to refine their teaching.

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 (**link**) aids in designing engaging and meaningful instruction.

1.   **Gain attention**: Obtain students' attention so that they will watch and listen while the instructor presents the learning content.
  o   Present a story or a problem to be solved.
  o   Utilize ice breaker activities, current news and events, case studies, YouTube videos, and so on. The objective is to quickly grab student attention and interest in the topic.
  o   Utilize technologies such as clickers, and surveys to ask leading questions prior to lecture, survey opinion, or gain a response to a controversial question.

2. **Inform learner of objectives**: Allow students to organize their thoughts regarding what they are about to see, hear, and/or do.

o Include learning objectives in lecture slides, the syllabus, and in instructions for activities, projects and papers.

o Describe required performance.

o Describe criteria for standard performance.

3. **Stimulate recall of prior knowledge**:

o Help students make sense of new information by relating it to something they already know or something they have already experienced.

o Recall events from previous lecture, integrate results of activities into the current topic, and/or relate previous information to the current topic.

o Ask students about their understanding of previous concepts.

4. **Present new content**: Utilise a variety of methods including lecture, readings, activities, projects, multimedia, and others.

o Sequence and chunk the information to avoid cognitive overload.

o Blend the information to aid in information recall.

o Bloom's Revised Taxonomy can be used to help sequence the lesson by helping you chunk them into levels of difficulty.

5. **Provide guidance**: Advise students of strategies to aid them in learning content and of resources available. With learning guidance, the rate of learning increases because students are less likely to lose time or become frustrated by basing performance on incorrect facts or poorly understood concepts.

o Provide instructional support as needed – as scaffolds (cues, hints, prompts) which can be removed after the student learns the task or content.

o Model varied learning strategies – mnemonics, concept mapping, role playing, visualizing.

o Use examples and non-examples.

To find out more about scaffolding student learning, click here.

6. **Practice**: Allow students to apply knowledge and skills learned.

o Allow students to apply knowledge in group or individual activities.

o Ask deep-learning questions, make reference to what students already know or have students collaborate with their peers.

o Ask students to recite, revisit, or reiterate information they have learned.

o Facilitate student elaborations – ask students to elaborate or explain details and provide more complexity to their responses.

7. **Provide feedback**: Provide immediate feedback of students' performance to assess and facilitate learning.

o   Consider using group / class level feedback (highlighting common errors, give examples or models of target performance, show students what you do not want).

o   Consider implementing peer feedback.

o   Require students to specify how they used feedback in subsequent works.

8.   **Assess performance**: To evaluate the effectiveness of the instructional events, test to see if the expected learning outcomes have been achieved. Performance should be based on previously stated objectives.

o   Utilise a variety of assessment methods including exams/quizzes, written assignments, projects, and so on.

9.   **Enhance retention and transfer**: Allow students to apply information to personal contexts. This increases retention by personalising information.

o   Provide opportunities for students to relate course work to their personal experiences.

o   Provide additional practice.

5. Create a realistic timeline

A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, or skills you want students to learn in the lesson. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Here are some strategies for creating a realistic timeline:

• Estimate how much time each of the activities will take, then plan some extra time for each.

• When you prepare your lesson plan, next to each activity indicate how much time you expect it will take.

• Plan a few minutes at the end of class to answer any remaining questions and to sum up key points.

• Plan an extra activity or discussion question in case you have time left.

• Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan.

6. Plan for a lesson closure

Lesson closure provides an opportunity to solidify student learning. Lesson closure is useful for both instructors and students.

You can use closure to:

• Check for student understanding and inform subsequent instruction (adjust your teaching accordingly)

• Emphasise key information

- Tie up loose ends
- Correct students' misunderstandings
- Preview upcoming topics

Your students will find your closure helpful for:

- Summarizing, reviewing, and demonstrating their understanding of major points
- Consolidating and internalising key information
- Linking lesson ideas to a conceptual framework and/or previously-learned knowledge
- Transferring ideas to new situations

There are several ways in which you can put a closure to the lesson:

- State the main points yourself ("Today we talked about…")
- Ask a student to help you summarize them
- Ask all students to write down on a piece of paper what they think were the main points of the lesson

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