



Research Article

UNDERSTANDING THE PERCEPTION OF EFFECTIVE LESSON PLANNING

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ABSTRACT

Education and training activities have an important role in the development of countries. Based on these activities, teachers are the key players. For this reason, quality teachers must be prepared to promote quality education and instructional activities. This article discusses the qualities of highly effective teachers and provides some useful tips based on some recent researches.

KEYWORDS

Education, training, quality education, instructional activities.

INTRODUCTION

Each fall, more than a thousand new teachers enter classrooms across our country. Some enter with strong preparation, competence, and confidence to help their students learn. Many,

however, are unprepared to meet the challenges they face. The beginning teachers who enter schools in growing numbers each year vary greatly in the skills and experiences they bring to

the job and in the formal preparation they have been given to assume the demanding responsibility of educating our youth. While there are many reasons current teachers are not always well prepared, we have learned a great deal about the importance of good teaching and about what effective teachers do. Despite the popular image of the teacher standing at the front of the room lecturing from a textbook and giving a quiz at the end of the week, we now know that teachers whose students demonstrate strong achievement do much more. Effective teachers use many different tools to assess how their students learn as well as what the students know. They use this information to help all students advance from where they are to where they need to be. They carefully organize activities, materials, and instruction based on student's prior knowledge and level of development so that all students can be successful. They know what conceptions students bring with them about the subject and what misconceptions are likely to cause them confusion—and they design their lessons to overcome these misinterpretations. They adapt the curriculum to different students' needs—for example, making content more accessible for students who are still learning English and for those who have special educational needs.

The teacher with an ineffective classroom is constantly looking for activities to grab the students' attention. They are eager to present their lessons, do their exciting activities, and share their wonderful knowledge. But, none of these techniques will be successful until they become skilled in the characteristics of an effective teacher. Teaching is not covering chapters or doing activities. Research consistently shows that of all the factors schools can control, the effective teacher has the greatest impact on student achievement. Decade after decade of educational innovations and fads have not increased student achievement. The only factor that increases student achievement is the significance of an effective teacher. According to research, there are three characteristics of an effective teacher:

Firstly, he/she has positive expectations for student success. The belief in positive expectations is based on research, which demonstrates that the learner will produce what the teacher expects the learner to produce. If you believe a student is a low-level, below-average, slow learner, the student will perform accordingly because these are the beliefs you transmit to the student. If you believe a student is

a high-ability, above-average, capable learner, the student will perform at that level because these are the expectations you transmit to the student.

Secondly, he/she is an excellent classroom manager. Classroom management consists of a teacher's practices and procedures to maintain an environment in which instruction and learning can occur. For this to happen, the teacher must create a well-ordered environment. Discipline has very little to do with classroom management. You don't discipline a store; you manage it. The same is true of a classroom. Effective teachers can promote the condition in which students get to learn the subject faster and easier in a disciplined way.

Thirdly, he/she knows how to design lessons for student mastery. Mastery refers to how well a student can demonstrate that a concept has been comprehended, or perform a skill at a level of proficiency, as determined by the teacher. When a home is built, the contractor receives a set of blueprints from the architect. The blueprints specify the degree of competence that will be acceptable. The inspector who periodically checks on the construction always looks at the blueprint first and then checks the workmanship to see if the work has been performed to the

degree of competence specified. Similarly, experienced and highly qualified teachers also can design an efficient lesson plan that promotes learners to reach the lesson outcomes in reality.

The Four Stages of Teaching

1. Fantasy 2. Survival 3. Mastery 4. Impact

Stage 1—Fantasy. Many new teachers have the naive belief that to be a successful teacher, all they need to do is relate and be a friend to their students. They rarely talk about standards, assessment, or student achievement. Entertaining students with activities is their concept of teaching.

Stage 2—Survival. Teachers in the Survival stage have not developed instructional skills. They spend their time looking for busy work for the students to do, such as completing worksheets, watching videos, and doing seatwork—anything to keep

the students are quiet. Student learning and achievement are not their goals; they teach because it's a job and the paycheck is their survival goal.

Stage 3—Mastery. Teachers who know how to achieve student success employ effective practices. These teachers know how to manage their classrooms. They teach for mastery and have high expectations for their students. Effective teachers strive for mastery by reading the literature and going to professional meetings. Student learning is their mission and student achievement is their mastery goal.

Stage 4—Impact. Effective teachers make a difference in the lives of their students. These are the teachers to whom students come back years later and thank for affecting their lives. To make an impact on students, a teacher needs to use effective teaching practices and pedagogical technologies. A student learns only when the teacher has an appreciable impact on the student's life. When a teacher reaches this stage, he/she has gone beyond Mastery and has arrived as a teacher. When he/she reaches the Impact

stage, he will return to the Fantasy stage—and fulfill his fantasy or dream of making a difference in the lives of the students. They also become teacher-leaders and live a happier life.[1]

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