

THE PROBLEM OF CREATING A GOOD LESSON AND USING EFFECTIVE ACTIVITIES

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Abstract: *The paper considers a number of effective activities and techniques that can help to make a lesson more interesting, productive and involve the pupils to the teaching process.*

Key words: *activities, systematize, internet materials, creator, factor, abilities, lesson atmosphere, teaching process, young learners, adult learners, creativity.*

Teaching is a very complicated process. They say, “It’s easier to learn than to teach”. Teacher is a creator of the lesson. When he is planning the lesson he should take into consideration a lot of factors as: atmosphere in the class, learners ability and good lesson materials that can help easier to understand a new theme. Nowadays teacher can easily find all materials in the internet but the question is that how organize and systematize them correctly and make the learners work during his lesson.

When a teacher plans his lesson he can use different activities for keeping his pupils attention. Also a teacher should take into consideration the age of his learners too. There are two types of learners: young learners and adult learners. Who are young learners? Young learners are very active, energetic and curious. They like moving and creating things. They lose their interest very fast. That’s why a lot of teachers are afraid of teaching young learners as they think that they can fail in teaching.

Adult learners are more serious, they consider themselves more elder and can engage with abstract thought. They come into classroom with a wide range of experiences which allows teacher to use a wide range of activities.

Here some interesting and effective activities for young learners:

Acting songs - this activity involves children learning the words and doing actions to songs. Traditional songs are ideal as they are melodic, repetitive and easy to memorise. You can look for songs such as London’s Burning, Old Macdonald had a Farm, London Bridge is Falling Down, Oranges and Lemons, Twinkle Twinkle Little Star etc.

Hidden words – a teacher asks the children to name all the animals that they know in English and writes the names on the board. He writes the sentence ‘Close the door at once!’ on the board, asks the children to read it and to find an animal in the hidden in the words. If they cannot find the animal, a teacher tell them it is ‘rat’

and asks them to search again. When they have found it, underlines the word rat on the board: ‘Close the door at once!’

In pairs children have to find the animals in the sentences.

EXAMPLE SENTENCES:

1. He arrived in America today. (cat)
2. Eric owes me 10 cents. (cow)
3. That will be a real help. (bear)
4. She came late every day. (camel)
5. We made errors in each exercise. (deer)

Messy closet – a teacher will need to prepare a paper doll, and for each group, some glue and a set of paper clothes. The teacher uses the paper doll to introduce a character to the children. He should give it a name or ask the children to name it, tells the children this character is very untidy and they are going to help tidy up its wardrobe (closet). The teacher gives each child/pair or group a large A3 picture with the outline of an empty closet, including shelves, hanging rail etc. together with a description of what the tidy closet should look like and the paper clothes that need tidying, for example: My t-shirts go on the top shelf on the right. My jeans go on the bottom shelf on the left. My shoes go in the bottom of the wardrobe, under my jeans. My belts and ties hang on the wardrobe door. On the middle shelf I put my underwear. Trousers go on the top shelf next to the t-shirts.

Here some effective activities that teacher can use during his lessons for adult learners:

Alphabet Quiz – sometimes it is too boring to recite an alphabet that's why teacher can use this technique. Teacher should prepare special cards with questions and answers begin with the definite letter. The questions can be simplify according to the level of learners. For instance,

- A A continent where you might see some penguins. (Antarctica)
- B You can hear these being rung before a church service. (Bell)
- C A fortress which kept out invaders in times gone by. (Castle)
- D The animal commonly known as 'man's best friend'. (Dog)

I-Spy – learners can lead this very simple game where they think of something that they can see in the classroom (or wherever you are) and the others have to guess what it is. Learners give a clue by saying the first letter, for example, if they are thinking about the clock on the wall, they would say, 'I spy with my little eye, something beginning with C.' A quick game that gets the learners thinking about the vocabulary relating to their immediate environment.

Something's Different – get the whole class together. Ask one of them to leave the room, then get the remaining learners to change five things about the classroom. For example, you could put a chair on a table, or get two learners to swap jumpers, or anything – so long as it's not too subtle. Then bring the learner back in and get them to guess what changes you have made.

Audio Pictures – get the learners into pairs, then give one half of the pair a picture from a magazine, for example, a man wearing a hat and coat and playing the piano.

They have to describe what they can see, in detail, without showing the picture to their partner, who draws a sketch based on the description. At the end of the description they compare their pictures, before swapping roles. At the end of the session the whole class can see how close all the drawings were to their originals. A good activity for practising communication and listening skills, and giving descriptions.

Ace Anagram – learners at all levels enjoy puzzling over this game. It's also a good way to get them looking in their dictionaries. Your learners suggest nine letters at random, either vowel or consonant, which you write on the board. (Or you could have cards with them on if you're really organized!) In small groups the learners have five minutes to come up with as many (real) words as they can from the original nine letters. The team with the most words spelt correctly gets a point, and the next round begins.

The Instant Story Generator - the whole group sits in a circle and decides on a few story keywords, for example, a place, a man's name, a woman's name, an object, and so on. Tell the students they are going to tell a story as a group. Each learner can only contribute one word at a time, before the story.

"Headache" and "Aspirin" - First of all a teacher should divide the learners into pairs. One will be "headache" and the second "Aspirin". 'Headache' starts by stating their problem or puzzle. 'Aspirin' just listens as carefully as possible. Then 'Aspirin' offers possible solutions or ideas to the problem. No judgemental comments are allowed. Then 'Headache' and 'Aspirin' swap roles. It's important that both of learners get equal amounts of time to talk about their puzzles. This activity can help develop such personal qualities as: kindness, trust and patience.

A teacher should understand one thing: the main aim of every lesson is made pupils learn something new. No matter how many activities or flashcards do you use, if you don't organize your lesson correctly this will be just the waste of time. At the beginning of the lesson a teacher should know what result is she waiting for, and what children achieve from that lesson. Teaching is not just sitting and asking the question, it is a great responsibility because it demands patience and hard working. Remember a good lesson is - that you create yourself, because when you do something yourself you put into this work your heart and something that is done with heart one day will become "a masterpiece".

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