

STANDARD LESSONS IN A SECONDARY SCHOOL

LESSON AS BASIC LINK OF LANGUAGE INSTRUCTION.

The lesson is the basic link of language training in a secondary school. That's why it claims to meet all the requirements of school training as such. Every lesson must be a part of a sequence of lessons forming a unit which answers the tasks set in the Curriculum. **The general goal of a lesson is** enriching learners' foreign language competence with more language habits and speech skills in speaking, reading, writing and listening comprehension on the topic of the lesson. **Ideological and educational work at the lesson is a must.** It should be so organized that speech in the foreign language (reading, writing, listening, reading) could serve as a means of accustoming learners to world history, culture and science as well as to the most burning problems of the present time. Ideological and educational work at the lesson should be conducted in the process of forming learners' foreign language speech competence. Forming it through reading and discussion learners should elaborate their personal views and attitude to the most burning problems and factors of their intellectual environment.

At lessons of foreign languages fellow-learners and teacher community should help each of its members to come to their own conclusions concerning a broad range of social and personal problems, such as: ways of spending free time, choosing future profession, attitude to drugs and liquors, religion, racial segregation, homosexuality and others. Studying the foreign language is also to be used as a means of forming learners' opinion of the war as a social phenomenon, including national and religious wars, morals, ethics, history, science, up-to-date technologies, AIDS and so on.

Speech interaction at foreign language lessons should be so organized that all the problems mentioned above be discussed at them,

this helping to turn «languages in education into language for education» and developing learners' personalities [5: 5].

Besides the peculiarities mentioned, ideological and educational work at the lesson of foreign languages is to be aimed at intercultural education, i. e. at «construction of individual and collective cultural identities in learners» [5: 5].

PSYCHOLOGICAL PECULIARITIES OF LESSON. Below there are given four decisive psychological conditions which are to be followed in order to raise effectiveness of the lesson. **The higher Intellectual activity of learners is the more interesting and effective the lesson is.** It can be achieved through motivating students. In psychology there are distinguished two main types of motivation: outer motivation and intrinsic motivation [2: 30]. The former appears under the influence of somebody's outer activity, suppose that of a teacher or a person who has been to foreign countries a lot of times and communicated **in** foreign languages. **Processual motivation.** This is a kind of intrinsic motivation. Processual motivation in studying a foreign language arises in learners' immediate satisfaction from the process of studying it. In the process of studying a foreign language its role is as follows: foreign language speech activities and the process of mastering the foreign language get high importance for learners in attaining their personal goals, thus naturally generating in them positive emotions [2: 20]. **The lesson is to be satiated with positive affective sensations of learners and teacher.** First of all it can be provided by the teacher's good optimistic mood, amiability, artistry, raising learners' self-esteem and interesting tasks. **The lesson must be dynamic:** learners' activities are to change each other during the whole lesson, each one taking not more than 10 minutes.

Lessons can be classified into:

Standard lessons built according to standard plans, including standard tasks.

Plot (or non-standard) lessons built as fragments of real — life social and speech behaviour of learners.

STANDARD LESSONS. There are 5 types of Standard Lessons.

Standard lessons of the first type are transaction lessons

[1: 295]. They are dedicated to first-time presentation of new language material and learners' first attempts to use it in their speech activity of speaking, reading, writing or listening comprehension. At such lessons habits in pronunciation, grammar, lexis as well as preliminary speech skills of using the language material introduced in speech are formed. The following methodological techniques and tasks are generally used at transaction lessons: oral speech-graphical and visual situation followed by special exercises to elaborate conscious- raising mastering of the language material, functional explanation of grammar with native language support, comprehensible input technique, problem-based situations, tasks in speech training, in polysemantic character of the word in its word-building structure, tasks demonstrating international character of lexical units etc. At standard lessons of the first type the following exercises can be used : **exercises in accuracy activities, pre-communicative exercises, practice activities exercises, conscious-raising activities exercises, drills** [T 223-224]. They include training in listening and imitating, **in** pronunciation of sentences, exercises of functional active and passive grammar; exercises in training real vocabulary and active vocabulary and those in training potential vocabulary and **passive** vocabulary. **Standard lessons of the second type** are dedicated to developing learners' abilities to use the language material, which was introduced at the lesson of the first type, **in** their speech skills. At these lessons learners and teacher strive to develop automaticity of speech habits and skills. The **exercises** used at the lessons of this type are as follows: **pseudo- communication activities exercises, gap-filling exercises, pre-teaching activities exercises, pre-text activities exercises, in-text activities exercises, post-text activities exercises and others** [1: 224]. The time of instruction is used both for carrying **out** checking and training exercises and for close-to-life foreign **language** speech interaction through speaking, reading, writing and listening comprehension. **Standard lessons of the third type** are

dedicated to assimilating of the language material connected with the ideas of the previous two lessons. Tasks in **training** foreign language speech, oral or in written, are used **to** develop in learners automatic speech skills. **The exercises are of communicative type, information being given either by the teacher or learners or on the tape: fluency activities exercises, communicative exercises, close-to-life communicative exercises** [1:225]. **Standard lesson of the fourth type** can be called a **triple lesson**. It was suggested by a prominent Ukrainian teacher A. N. Suchomlinsky [4: 79]. The triple lesson is a set of three periods of instruction, equal in time and having clearly set goals and the methodological techniques to achieve them. For example, if a lesson in a secondary school lasts 45 minutes and is organized as a triple lesson, then the first 15 minutes are devoted to presentation of new language material; the other 15 minutes the teacher spends on forming and developing habits and skills of using the language material introduced; during the last 15 minutes the tasks learners were given at the previous lessons are checked . The structure of such lessons imply very careful and clear-cut structuring of language and teaching material. Standard lesson of the fifth type deals with checking, testing and evaluating learners' progress in assimilating both foreign language knowledge and skills in foreign language speech interaction.

PLANNING STANDARD LESSONS. «All good teachers have some type of plan when they walk into their classrooms. It can be as simple as a mental checklist or as complex as a detailed two-paged typed lesson plan that follows a prescribed format» [8, 286]. Usually, **lesson plans of competent and experienced teachers** are written just for the teacher's own eyes and tend to be rather informal. However, **for novice teachers a lesson plan is highly essential and is to be written according to a certain template.** It is an extremely useful tool that serves as a combination guide, resource and historical document reflecting the teacher's teaching philosophy, textbooks, and a teacher's goals for his/her students. The lesson plan guides the teacher in

knowing what he/she wants to do in general and what to do next, it reminds the teacher of the goals and objectives for the lesson. The lesson plan reflects the teachers' background knowledge which helps him/her in preparing lessons. A lesson plan has stages: a beginning, a middle, and an end.

Beginning Stage of Lesson Plan. At the beginning stage of a lesson plan the following data are given: the form the lesson is to take place in; the title of the text-book used; the topic of the lesson; the day's goals and objectives, practical and educational tasks, the language material, a list of texts, materials and equipment such as audiovisual aids, e.g.: *The 6-th form. The text book by O. D. Karpjuk «Видавництво Карпока» 2003, p. 81-87* The topic of the lesson: AIR TRAVEL

Goal of the lesson is to form elements of foreign language speech competence in students on the topic of the lesson. **Practical**

Tasks:

To introduce vocabulary on the topic.

To teach oral speech functions on the topic including the vocabulary introduced: to describe the way passengers can get into an airliner; to ask and inform about the functions of flight attendants, the passengers cabin etc.; to correct peers' utterances; to express personal impressions about air travelling.

To introduce Clauses of Time and Condition (Future Action): to teach speech functions of constructing oral speech utterances using clauses of Time and Condition; to teach the grammatical meaning of the structure; to teach the way the structure can be identified by its grammatical markers while reading.

To start working on the text «Air Travel». To improve skills in dialogical speech with the language material of the previous lesson.

Educational Tasks:

To develop in students a feeling of adequate behavior in the airport and in the cabin of an airliner.

To develop language guessing and contextual guessing. **Language material:** the exercises at p.p. 84-87, the text —

p.8, the tasks made up by the teacher.

The Equipment: A tape — recorder, an overhead projector, a chalk board.

Middle Stage of Lesson Plan

The middle component of a lesson plan is the lesson's contents. It includes practice stages, procedures or activities, teaching material as well as time management notes, e.g.: Greeting and warming- up 2 m Oral-Speech Practice - improving oral speech skills on the topic «On the Train», ex. 14, p.81 5m

3. *Introduction of the new grammatical structure «Clauses of Time and Condition Oral speech-visual-and-graphic situation. Rules of functional active and passive grammar. 8 m*

4. *Formation of grammatical habits of using Clauses of Time and Condition in oral speech and reading — ex — s, p.p.84, 85, teachers handouts, p. 16, 17-p. 168*

m Relaxation Period: singing a song 3 m

Introduction of new vocabulary — ex.-, p. 12, ex.4 - p.11.

Teacher's involving learners into speech interaction with the use of the new lexical units 8 m

7. *Skimming Reading — the text, p. 85 5 m*

9. *Oral Speech Practice on the theme of the lesson providing an opportunity for students to integrate the new knowledge presented in the lesson with previous knowledge — teachers' handouts 8 m*

End of Lesson Plan

10. *Teacher' comments on the lesson, evaluating students' progress. Home-task: ex. 19-p. 83, ex. 22, 23-p. 85, ex. 26,27 - p. 84-87 3 m*

LESSON PROCEDURE. Besides the plan of a lesson it is very useful for novice teachers to write the procedure of a lesson, which is a requirement for teaching practice. The procedure includes a detailed description of all actions of the teacher and all types of students' activities, enumeration of all exercises and tasks carried out at the lesson, a complete description of all the

methodological techniques, and language material used at the lesson.

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