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THE ROLE OF LESSON PLANNING AND DESIGN IN THE LEARNING PROCESS

Abstract. *This paper conducts an analysis of e-library publications focusing on the keyword "lesson planning". Through a comprehensive review of relevant literature, the study identifies key advantages associated with lesson planning and underscores its pivotal role in enhancing the quality of the educational process. The findings not only shed light on the overall impact of lesson planning but also provide valuable insights into the nuances that contribute to its effectiveness. Furthermore, the paper offers practical strategies tailored for future educators to optimize their lesson planning endeavors. Drawing upon the insights gleaned from the literature, the suggested approaches aim to empower prospective teachers in crafting detailed and innovative lesson plans. Emphasizing the significance of these strategies, the paper demonstrates their potential to facilitate active student engagement, improve learning outcomes, and maintain classroom discipline. In essence, this analysis serves as a valuable contribution to the field of educational research, offering actionable recommendations for both current teaching practices and the preparation of aspiring educators. The synthesis of literature and practical insights creates a resource that can inform pedagogical strategies and foster continuous improvement in lesson planning methodologies.*

Keywords: *lesson, planning, designing, school, future teachers.*

Introduction. Lesson planning and design refer to the process of preparing and organizing instructional activities and materials for a specific learning period, typically a single class session. It involves the thoughtful and systematic arrangement of content, activities, and assessments to facilitate effective teaching and meaningful learning experiences for students. Lesson planning is a fundamental component of teaching, helping educators structure their instruction to achieve specific learning objectives.

Effective lesson planning and design contribute to a well-organized and purposeful learning experience for students. It allows teachers to be intentional in their instructional approach, promoting student engagement, understanding, and achievement of learning objectives. Additionally, ongoing reflection on lesson effectiveness helps educators refine and improve their instructional practices over time.

Modern lesson planning takes into account the diverse learning styles and preferences of

students. By incorporating interactive activities, technology, and real-world relevance, educators can enhance student engagement and motivation. Students have varying abilities and learning needs. Planning lessons that accommodate different learning styles and abilities ensures that all students have the opportunity to succeed. This involves adapting content, process, and product to meet individual needs. In the digital age, technology plays a significant role in education. Planning modern lessons involves incorporating technology tools and resources to enhance the learning experience, promote collaboration, and prepare students for the challenges of the 21st century. Effective lesson planning includes consideration of assessment methods. Modern assessments go beyond traditional tests and exams and may include project-based assessments, portfolios, and formative assessments to provide a more comprehensive understanding of student learning. Modern lesson planning should be culturally responsive, recognizing and valuing the

diversity of students' backgrounds. This helps create an inclusive learning environment where all students feel represented and respected. Planning lessons that foster critical thinking and problem-solving skills is essential in preparing students for the demands of the modern world. Activities that encourage inquiry, analysis, and creativity contribute to the development of these skills. The educational landscape is constantly evolving. Modern lesson planning involves being flexible and adaptable to changes in curriculum, technology, and pedagogical approaches. Educators need to be prepared to adjust their plans based on ongoing assessments and feedback. Modern lesson planning emphasizes the development of skills that go beyond memorization of facts. It focuses on cultivating a love for learning, fostering curiosity, and equipping students with the skills they need for lifelong learning in a rapidly changing world. By addressing these issues in lesson planning, educators can create a dynamic and effective learning environment that prepares students for success in the modern world.

Conditions and methods of research. The eLibrary database was chosen as the primary source for the literature search due to its extensive coverage of educational materials and scholarly articles. The primary keyword for the literature search was "lesson planning." Additional relevant terms such as "instructional design," "curriculum development," and "educational planning" were also considered.

Boolean operators (AND, OR) were used to combine keywords and refine search results. The search string included variations of the keyword and its synonyms (e.g., "lesson plan," "teaching planning") to ensure comprehensive coverage. Inclusion criteria encompassed articles that directly addressed issues related to lesson planning in educational settings. Exclusion criteria were applied to eliminate non-relevant materials, such as conference abstracts, book reviews, and non-peer-reviewed content.

A two-step screening process was implemented. Initially, articles were screened based on titles and abstracts for relevance. In the second stage, the full text of selected articles was assessed for inclusion in the study. Relevant data were extracted from the selected articles, including publication details, key findings, methodologies used, and implications for teacher preparation. A quality assessment was conducted using predefined criteria to evaluate the methodological rigor and validity of the selected studies. Articles were scored based on their research design, sample size, and the clarity of reporting. The information extracted from the selected articles was synthesized to identify common themes, trends, and challenges in the preparation of future teachers for lesson planning. A detailed search protocol was developed and followed throughout the literature search process. The protocol included specific search terms, databases used, and any modifications made during the search. Limitations of the study include potential biases introduced by the choice of keywords and databases. Additionally, the study focused exclusively on articles available in the eLibrary database, and relevant sources from other databases might have been excluded.

The complete search strategy, including the specific keywords, Boolean operators, and search strings used, is provided to facilitate the replication of the study by other researchers.

No ethical concerns were identified as this study involved the analysis of publicly available scholarly articles without the involvement of human subjects.

Research results. Conducted a search in the eLibrary database using the keyword «lesson planning». Retrieved a total of 263 articles, including journals, conference papers, and books.

Examined the publication trends over the past decade. Noted an increase in the number of publications related to lesson planning, suggesting a growing interest in the field.

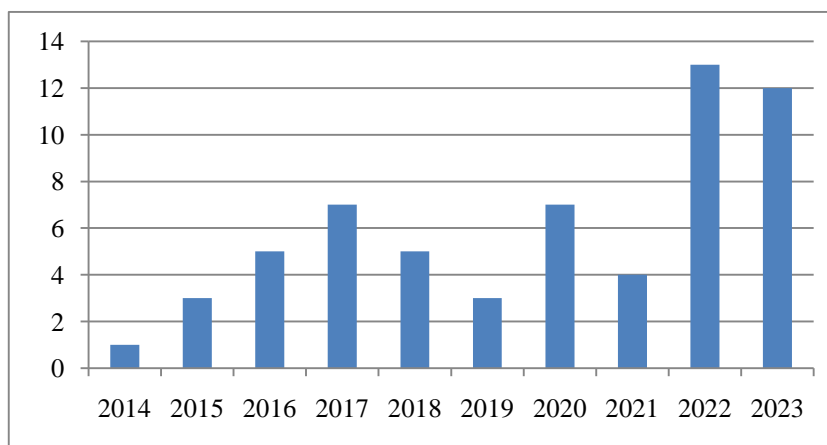


Figure 1 - Analysis of publications from the collection by year

Classified articles based on their primary focus areas within lesson planning. Identified prevalent themes such as technology integration, pedagogical strategies, and assessment methods.

Explored emerging trends and topics within lesson planning. Noted an increasing focus on adaptive lesson planning, incorporating socio-emotional learning, and the impact of remote or online teaching on planning practices.

While there may not be strict "theoretical prerequisites" for successful lesson planning, several educational theories and principles can significantly complement the process based on the analysis carried out. These theoretical frameworks provide a foundation for understanding how students learn, the role of teachers, and effective instructional strategies. Here are some key theoretical perspectives that can be valuable for successful lesson planning:

- *Constructivism*. Principle: Students actively construct their own knowledge through experiences and interactions. Implication for Lesson Planning: Design activities that promote active engagement, problem-solving, and hands-on learning. Consider students' prior knowledge and build upon it.

- *Behaviorism*. Principle: Learning is a result of responses to stimuli; reinforcement and repetition are essential for learning. Implication for Lesson Planning: Clearly define learning objectives, provide structured activities, and offer positive reinforcement. Use consistent and clear cues for behavior expectations.

- *Cognitive Load Theory*. Principle: Learners have limited cognitive resources, and the design of instruction should manage the cognitive load effectively. Implication for Lesson Planning: Present information in manageable chunks, use visuals to support understanding, and gradually increase complexity. Avoid overwhelming students with too much information at once.

- *Multiple Intelligences*. Principle: Individuals have different strengths and preferences in how they learn. Implication for Lesson Planning: Provide a variety of activities that appeal to different intelligences (e.g., visual, auditory, kinesthetic). Differentiate instruction to accommodate diverse learning styles.

- *Vygotsky's Social Development Theory*. Principle: Learning is a social process, and social interaction plays a crucial role in cognitive development. Implication for Lesson Planning: Incorporate collaborative activities, group discussions, and peer interactions. Use scaffolding (gradual release of responsibility) to support students as they learn new concepts.

- *Bloom's Taxonomy*. Principle: Classifies cognitive skills into a hierarchy, ranging from lower-order thinking (remembering) to higher-order thinking (creating). Implication for Lesson Planning: Set clear learning objectives at various levels of Bloom's Taxonomy. Design activities that challenge students to apply, analyze, synthesize, and evaluate information.

- *Zone of Proximal Development (ZPD)*. Principle: The range of tasks that a learner can

perform with the help of a more knowledgeable person but cannot perform alone. Implication for Lesson Planning: Identify and scaffold activities within the ZPD to support students in reaching higher levels of understanding and competence.

- *Experiential Learning*. Principle: Learning is most effective when it occurs through direct experiences. Implication for Lesson Planning: Include hands-on activities, real-world applications, and interactive experiences to enhance learning and retention.

- *UbD (Understanding by Design)*. Principle: Designing curriculum and instruction by starting with the end in mind (desired learning outcomes) and working backward. Implication for Lesson Planning: Begin with clear learning objectives and assessments, then design activities and lessons that align with those objectives.

- *Culturally Relevant Pedagogy*. Principle: Acknowledges and incorporates students' cultural backgrounds and experiences into the learning process. Implication for Lesson Planning: Ensure that lesson plans are culturally responsive, inclusive, and considerate of the diversity within the classroom.

While not all lesson plans need to explicitly incorporate each of these theories, an understanding of these theoretical perspectives can guide educators in making informed decisions about instructional strategies, assessment methods, and classroom interactions, leading to more effective and meaningful learning experiences for students [1-8].

Discussion of the research results. Lesson preparation is one of the main areas of a teacher's work that directly affects the extent to which students learn. International research shows that for effective learning and achievement of results every teacher should follow a lesson plan. The importance of lesson planning in the educational process is expressed in several aspects:

Decisions and activities made in planning have a significant impact on the quality and nature of learning in the classroom.

Lesson planning makes it possible to evaluate the impact of decisions and activities on the educational process.

Making adjustments to the lesson planning process requires minimal cost and is a powerful tool for improving the quality of instruction.

In addition, lesson planning is a creative process that integrates a teacher's understanding of teaching with his or her knowledge of students, curriculum, and teaching context. For teachers, it is a tool to help bring their vision of teaching to life.

Thus, lesson planning involves consideration of multiple aspects, ranging from methods of learner engagement to feedback from students. The analysis reveals a number of benefits:

1. Lesson planning structures and standardizes the learning process, which makes it more effective.

2. The planning process helps teachers to assess their subject knowledge and teaching skills.

3. A well planned lesson elicits respect from students, which improves discipline and motivation to learn.

Thus, the preparation of detailed lesson plans is a key element in ensuring the full assimilation of material and the achievement of educational goals, encouraging students to be active in mental and practical activities [9-13].

Although curriculum development is a key aspect for improving the educational process and learning, its strict adherence is rare in actual classroom practice. This may be because teachers sometimes do not take into account clear statements of expected learning outcomes when designing lesson plans, although this method is taught to prospective teachers in universities. Instead, more experienced teachers prefer to plan lessons as a sequence of activities and educational events, or focus on individual student needs. This indicates that teachers' decision-making process is dynamic and they make decisions before, during and after each lesson. Therefore, many foreign researchers emphasize that when planning lessons, it is always necessary to keep in mind the "student's primacy" because it is often the students' needs that determine the changes in the original plan.

One of the key problems in lesson planning is the lack of teachers' knowledge of the theoretical

foundations and practical strategies of curriculum design. Understanding the relevant theories of lesson planning should be prioritized to improve the quality of learning. Because of this problem, teachers often have unclear and uncoordinated goals and learning objectives, which ultimately leads them to be activity-oriented rather than student-centered. In particular, teachers are more likely to follow planning standards rather than tailor lessons to the specific needs of the class or learners.

The effectiveness of lesson planning can be negatively affected by various factors, including lack of time to achieve learning objectives due to

limited instructional schedules, large numbers of students in a class, students who are low achievers, and lack of support from the institution and lack of knowledge about formative assessment methods and techniques.

Preparing future teachers for effective lesson planning is a critical aspect of teacher education programs. The figure 2 shows several strategies and approaches that will help future teachers develop the skills necessary for successful lesson planning.



Figure 2 – Strategies and approaches

Provide comprehensive training on various teaching methods and pedagogical approaches. Introduce future teachers to different learning theories and how they can inform instructional design. Include hands-on teaching experiences, such as practicum or student teaching, where future teachers can apply their knowledge in real classroom settings. Encourage observation and collaboration with experienced teachers to learn practical insights into effective lesson planning. Pair future teachers with experienced mentors who can model effective lesson planning practices. Allow opportunities for mentor teachers to share their lesson plans, discuss strategies, and provide constructive feedback. Integrate training on educational technology tools and platforms that

can enhance lesson planning and delivery. Teach future teachers how to leverage technology for differentiated instruction, assessment, and student engagement. Emphasize the importance of creating inclusive lesson plans that cater to diverse learning needs, including students with different abilities, backgrounds, and learning styles. Provide strategies for adapting lesson plans to accommodate diverse student populations. Incorporate reflective practices into teacher education programs. Encourage future teachers to reflect on their lesson plans, teaching methods, and classroom experiences. Use journals, discussions, and debriefing sessions to help future teachers analyze and improve their lesson planning skills. Foster a collaborative

environment where future teachers can work together on lesson planning projects. Encourage peer collaboration and feedback to promote the exchange of ideas and best practices. Offer workshops, seminars, and ongoing professional development opportunities on effective lesson planning. Keep future teachers informed about the latest research, educational trends, and innovations in pedagogy. Teach future teachers about different assessment methods and the role of assessments in informing instruction. Emphasize the importance of formative assessment and how it can be integrated into lesson planning. Provide training on cultural competence and sensitivity to help future teachers create lesson plans that resonate with diverse student populations. Encourage an understanding of cultural influences on learning and teaching [14].

By combining theoretical knowledge with practical experiences and ongoing support, teacher education programs can effectively prepare future teachers to develop engaging, inclusive, and effective lesson plans. Continuous reflection and adaptation to evolving educational practices should be embedded in these programs to ensure that future teachers are well-equipped for the dynamic field of education.

Conclusion. Lesson planning is one of the key pedagogical activities aimed at improving the quality of teaching. Lesson planning provides teachers with the opportunity to structure the learning process, develop a sequence of different types of lessons, determine the links between the current lesson and previous or future lessons, and evaluate the effectiveness of their teaching. A planned lesson tends to flow more smoothly because all the necessary data and materials have been selected in advance and the details of the lesson have been thought out. In addition, a well-designed lesson plan generates respect from students for the teacher, which helps resolve discipline problems in the classroom and increases children's motivation and openness to learning. The time and effort teachers put into comprehensive lesson planning has a positive impact on classroom learning.

This analysis provides an organized and comprehensive overview of the publications in the eLibrary database related to lesson planning. Researchers and educators can use these findings to stay informed about current trends, challenges, and potential areas for future research and practice within the realm of lesson planning.

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САБАҚТЫ ЖОСПАРЛАУ МЕН ЖОБАЛАУДЫҢ ОҚУ ПРОЦЕСІНДЕГІ РӨЛІ

Аңдатпа. Мақалада «сабақты жоспарлау» кілт сөзі бойынша e-library базасындағы жарияланымдарға талдау жасалған. Мақалаларға жасалған жан-жақты талдау сабақты жоспарлаудың негізгі артықшылықтарын және білім беру процесінің сапасын арттырудағы басты рөлін анықтауға мүмкіндік берді. Нәтижелер сабақты жоспарлаудың жалпы әсеріне жарық түсіріп қана қоймайды, сонымен қатар оның тиімділігіне ықпал ететін нюанстар туралы құнды түсінік береді. Мақалада болашақ мұғалімдерге сабақты жоспарлау бойынша жұмыстарды оңтайландыруға арналған практикалық стратегиялар ұсынылған. Әдебиеттерден алынған мәліметтерге сүйене отырып, ұсынылған тәсілдер болашақ мұғалімдерге егжей-тегжейлі және инновациялық сабақ жоспарларын құруға көмектеседі. Осы стратегиялардың маңыздылығын атап көрсете отырып, мақала авторлары сабаққа оқушыларды белсенді түрде тарту, оқу нәтижелерін жақсарту және сыныптағы тәртіпті сақтаудағы сабақ жоспарының әлеуетін көрсеткен. Негізінде, бұл талдау тәжірибелі мұғалімдер үшін де, болашақ мұғалімдерді даярлау үшін де практикалық ұсыныстар бере отырып, білім беруді зерттеу саласына құнды үлес болып табылады. Әдеби және практикалық деректердің синтезі педагогикалық стратегиялардың қайнар көзі бола алатындай және сабақты жоспарлау әдістерін үнемі жетілдіруге ықпал ететіндей ресурс болады.

Тірек сөздер: сабақ, жоспарлау, жобалау, мектеп, болашақ мұғалімдер.

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РОЛЬ ПЛАНИРОВАНИЯ И ПРОЕКТИРОВАНИЯ УРОКОВ В УЧЕБНОМ ПРОЦЕССЕ

Аннотация. В данной статье проводится анализ публикаций в базе e-library по ключевому слову «планирование уроков». Благодаря всестороннему обзору соответствующей литературы в исследовании выявлены ключевые преимущества, связанные с планированием уроков, и подчеркнута его ключевая роль в повышении качества образовательного процесса. Полученные результаты не только проливают свет на общее влияние планирования уроков, но и дают ценное представление о нюансах, способствующих его эффективности. Кроме того, в статье предлагаются практические стратегии, предназначенные для будущих педагогов, чтобы оптимизировать их усилия по планированию уроков. Опираясь на данные, почерпнутые из литературы, предложенные подходы призваны помочь будущим учителям в составлении подробных и инновационных планов уроков. Подчеркивая значимость этих стратегий, авторы статьи демонстрируют их потенциал для активного вовлечения учащихся, улучшения результатов обучения и поддержания дисциплины в классе. По сути, этот анализ является ценным вкладом в область образовательных исследований, предлагая

практические рекомендации как для текущей практики преподавания, так и для подготовки начинающих педагогов. Синтез литературных и практических данных создает ресурс, который может служить источником педагогических стратегий и способствовать постоянному совершенствованию методик планирования уроков.

Ключевые слова: урок, планирование, проектирование, школа, будущие учителя.

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