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**PRINCIPLES OF CLASS MODELING IN FOREIGN LANGUAGE
TEACHING AND LEARNING**

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Abstract: The teachers must pay a big attention to modernization of their lessons. It means they should use modern approaches to planning their lessons, because the efficacy and the success of the lesson depends on a lesson plan. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning.

Key words: modern approaches, foreign language, process, learning, student, teacher, teaching.

To be a teacher is a very hard work, which inquires much labor and creativity. In the modern world it is a bit difficult to observe all the innovations, so we, as the students of pedagogical institute must use different modern approaches in our work. It is necessary to plan lessons properly. There is a plenty of lesson models which can help to make lessons more interesting and effective. After graduation from the institute we are facing an important decision.

Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized, on track while teaching, thus allowing them to teach more, help students reach objectives more easily, and manage less. The better prepared the teacher is, the more likely she/he will be able to handle whatever unexpectedly happens in the lesson.

Lesson planning:

- provides a coherent framework for smooth efficient teaching.
- helps the teacher to be more organized.

- gives a sense of direction in relation to the syllabus.
- helps the teacher to be more confident when delivering the lesson.
- provides a useful basis for future planning.
- helps the teacher to plan lessons which cater for different students.

Planning is imagining the lesson before it happens. This involves prediction, anticipation, sequencing, organizing and simplifying. When teachers plan a lesson, they have to make different types of decisions, which are related to the following items:

- the aims to be achieved;
- the content to be taught;
- the group to be taught: their background, previous knowledge, age, interests, etc.
- the lessons in the book to be included or skipped, etc.

The decisions and results depend on the teaching situation, the learners' level, needs, interests and the teacher's understanding of how learners learn best, the time and resources available.

Learning a second or a foreign language is more than learning a description of it. It is developing the ability to use the language on habit level. This is true of not only second language learning but also of first language learning. Moreover, all language learning involves the processes of listening, speaking, reading and writing. These processes involve both linguistic and psychological aspects. This shows that all language learning is based on certain well-defined principles derived from linguistic science as well as psychological science.

The modern approach to all language learning and teaching is the scientific one and is based on sound linguistic principles. The principles are subject to change in the light of new facts exposed by linguists and language users. These principles are general principles and are applicable to English language.

1. Give Priority to Sounds: The sounds of English should receive priority. Sounds should be given their due place in the scheme of teaching. Sounds should not be

presented in isolation. They should appear in proper expressions and sentences spoken with the intonation and rhythm which would be used by a native speaker.

2. Present Language in Basic Sentence Patterns: Present, and have the students memorize, basic sentence patterns used in day to day conversation. From small utterances the students can easily pass on to longer sentences. In case of learning mother-tongue, the student's memory span can retain much longer sentences than those of a foreign language. The facility thus gained in a foreign language enables the learners expand the grasp of the language material in respect of sounds and vocabulary items.

3. Language Patterns as Habits. This principle means that real language ability is at the habit level. It does not just mean knowing about the language. Make language patterns as habit through intensive pattern practice in variety of situations. The students have to be taught to use language patterns and sentence constructions with appropriate vocabulary at normal speed for communication. In fact the habitual use of the most frequently used patterns and items of language, should take precedence over the simple accumulation of words.

4. An important principle of language learning is imitation. No learner by himself ever invented language. Good speech is the result of imitating good models. The model should be intelligible. Imitation followed by intensive practice helps in the mastery of the language system.

5. Controlled Vocabulary. Vocabulary should be kept under control. Vocabulary should be taught and practiced only in the context of real situations. This way, meaning will be clarified and reinforced.

6. Graded Patterns should be taught gradually, in cumulative graded steps. This means, the teacher should go on adding each new element or pattern to previous ones. New patterns of language should be introduced and practiced with vocabulary that students already know.

7. Selection and Gradation: Selection of the language material to be taught is the first requisite of good teaching. Selection should be done in respect of grammatical items and vocabulary and structures.

8. The Oral Way. Experts believe that the oral way is the surest way to language learning. Prof. Kittson rightly observes, "Learning to speak a language is always the shortest road to learning to read and write it." Prof Palmer also writes, "We should refrain from reading and writing any given material until we have learnt to use its spoken form."

In class modeling in foreign language, teaching one of the main question is what is the best teaching method for learning? According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others. In addition, it is not always possible or appropriate to apply the same methodology to all learners, who have different objectives, environments and learning needs.

Methods of teaching English have developed rapidly. It is important that language learners and training managers, as well as teachers, understand the various methods and techniques so learner is able to navigate the market, make educated choices, and boost his enjoyment of learning a language.

Within the general area of 'methodology' we can talk about approaches, methods, techniques, procedures and models, all of which go into the practice of English teaching. These terms, though somewhat vague, are definable:

Approach: this refers to theories about the nature of language learning that serve as the source of practices and principles in language teaching'. An approach describes how language is used and how its constituent parts interlock- in other words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.

Method: a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization.

Procedure: a procedure is an ordered sequence of techniques. For example, a popular dictation procedure starts when students are put in small groups. Each

group then sends one representative to the front of the class to read (and remember) the first line of a poem which has been placed on a desk there. Each student then goes back to their respective group and dictates that line.

Technique: a common technique when using video material is called 'silent viewing'. This is where the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence, and as such is a technique rather than a whole procedure.

Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

Every teacher chooses his own way to work with students and the more appropriate methods and type of the lesson.

The success in teaching depends both on lesson program and on how teacher presents the lesson and uses various techniques to manage the class more enjoyable and interesting.

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