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LESSON PLANNING IN TEACHING FOREIGN LANGUAGES

Annotation: This article is about lesson planning. When we talk about lesson planning, it can be about several aspects: planning a single lesson, a week, or even planning an entire period of education. The latter is often the task of a college, a school or an institution on the basis of existing curricula and is often referred to as a work plan or material distribution plan.

Key words: curricula, curricula, lesson planning, framework plans, the didactic analysis model, teaching goals, learning goals, declarative knowledge, linguistic ability to act, learner activation, action orientation, support, learner autonomy.

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ПЛАНИРОВАНИЕ УРОКОВ ПО ОБУЧЕНИЮ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация: Эта статья посвящена планированию урока. Когда мы говорим о планировании уроков, это может быть несколько аспектов: планирование одного урока, недели или даже планирование всего периода обучения. Последнее часто является задачей колледжа, школы или учреждения на основе существующих учебных программ и часто упоминается как план работы или план распределения материалов.

Ключевые слова: учебные планы, учебные планы, планирование уроков, рамочные планы, модель дидактического анализа, цели обучения, цели обучения, декларативные знания, языковая способность действовать, активация учащегося, ориентация на действия, поддержка, автономия учащегося.

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The latter is often the task of a college, a school or an institution on the basis of existing curricula and is often referred to as a work plan or material distribution plan. But what can we do with planning? Framework guidelines, curricula and syllabuses, material distribution plans or textbooks? Let's try again to distinguish the terms:

Curricula or curricula are specifications of an institution / authority (usually a ministry of education) that prescribe which learning content is to be taught in which order in a certain time in a certain class / level.[1]

Classically, these syllabuses / curricula describe learning objectives or competence expectations and learning content. Often they also provide a list of the linguistic resources to be taught (vocabulary / structures). Framework plans or educational standards, on the other hand, describe competencies that learners should have at the end of a certain section (e.g. a class level). So they usually contain.

- Statements about the basics and goals of German as a foreign language in an institutional context (e.g. educational mandate),
- Statements about the target group and their needs,
- Statements about the framework conditions for learning (e.g. key data such as learning times, levels to be achieved, qualifications),
- a list of the learning objectives / competency expectations for the respective levels / courses / educational stages and
- General didactic-methodical ideas (principles) which should enable the achievement of the competencies.

We learned that framework plans and curricula are important to course planners, e. B. in institutions or schools, serve to apply the competency expectations formulated to their situation and to determine how the competencies can be achieved in their institution with their target group and under their framework conditions.[2] In this case, e.g. B. a school based on a curriculum a more precise formulation of learning objectives with information

on topics, situations and levels, sometimes even on methods, tasks and forms of exercise. Learning objective formulations provide textbook authors and exam developers with the data they need for their work. So-called inventories are often available from the development of exams, which in turn form the basis for the development of textbooks. But we as teachers? How can and should we use curricula for our individual course / lesson planning? How do we know what to teach when, in what way, with what material and with what method? A well-known model with which you can justify your decision for your lesson planning and which helps you to bring the individual elements of the lesson together is the didactic analysis model (model DA). This model helps you to go through planning steps one after the other. [3]

DIMENSIONS OF LEARNING OBJECTIVES

We remember that competencies or learning goals are described in the three dimensions of human action and thought. Competencies can therefore be described in the following dimensions:

These three dimensions of human action can also be recognized in the learning objectives of foreign language teaching. They can be assigned to the three already known areas of competence:

DECLARATIVE KNOWLEDGE

Acting successfully in language requires that the learner has linguistic knowledge (vocabulary, grammar, spelling, intonation / pronunciation) or knowledge of the country. The former is often referred to as the availability of linguistic resources, for example in the framework plan "German as a foreign language" for schools abroad.

Here are some examples:

The learner

- knows the rules of upper and lower case,
- knows how participles are formed from regular verbs,
- knows the word field "eating and drinking",

- knows the federal states of Germany,
- knows where to research the contact points for applying for a degree in Germany,
- knows the intonation of questions.

LANGUAGE CAPABILITY

The most important goal of foreign language teaching is that learners can deal with / in the German language. This competence area includes the communicative sub-competencies such as participating in conversations, reading comprehension or writing texts. In order to be able to act in German, learners need to develop procedural knowledge. This means the learner

- be able to introduce themselves or someone they trust,
- can comment on their leisure activities,
- short texts, e.g. B. be able to write simple messages or notes for others,
- etc.

The ability to deal with texts and various media with the aim of finding new information, compiling it and presenting it to others also belongs to this area of competence.[4]

PERSONALITY-RELATED SKILLS

In order to be able to act in the foreign language in a comprehensible, appropriate and linguistically correct manner, skills are also necessary that are closely related to the personality of a learner, but can nonetheless be developed in language lessons:

- This includes attitudes, values, beliefs and personality factors.
- The learner • is open to new experiences, ideas and people from other cultures,
- can motivate himself to learn and tackle difficult learning tasks in a controlled manner,

can use and evaluate language learning strategies for one's own language learning.

CONCLUSION

These goals can be formulated from two perspectives: Teaching goals are the goals that a teacher has set for an hour, a unit of several teaching units or a school year. Learning objectives, on the other hand, are the goals or competencies that we hope students will achieve. In Chapter 1.1 we also talked about ability, willingness and should. For the desired change in the learner, the term competence expectation or performance expectation has recently been found in the literature (see Chapter 1.3). In this chapter we will talk about learning objectives in terms of lesson planning.

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