

CHALLENGES IN LESSON PLANNING AND POSSIBLE SOLUTIONS

Sojida Yoqubjanova

Uzbekistan State World Languages University

E-mail: sojidayoqubjanova05@gmail.com

ORCID: <https://orcid.org/0009-0008-3085-5663>

Scientific supervisor: Dildora Alimova

Abstract: This article explores one of the major issues identified during teaching practice—ineffective lesson planning—and examines its impact on both teaching quality and student learning outcomes. The research is grounded in a combination of classroom observations, reflective questions, a review of relevant academic literature, and survey data collected from teachers as well as students. These methods made it possible to gain a comprehensive understanding of how insufficient planning can affect lesson structure, time management, and student engagement. Furthermore, a demo lesson was designed and conducted to test practical strategies aimed at improving lesson planning. The results of this experimental approach revealed that well-organized lessons contribute significantly to better classroom management, clearer instruction, and more active student participation. In contrast, poorly planned lessons often lead to confusion, time loss, and reduced effectiveness of the teaching process. The findings underline the importance of systematic lesson preparation, including setting clear objectives, selecting appropriate materials, and allocating time efficiently. Overall, the study demonstrates that improving lesson planning skills is essential for teachers who seek to enhance their professional performance and achieve more successful educational outcomes.

Key words: lesson planning, time management, teaching practice, methodology, learning effectiveness, education quality

Annotatsiya: Ushbu maqolada pedagogik amaliyot jarayonida aniqlangan muhim muammolardan biri — darslarni samarasiz rejalashtirish masalasi va uning o'qitish sifati hamda o'quvchilarning o'zlashtirish natijalariga ta'siri tahlil qilinadi. Tadqiqot sinf kuzatuvlari, reflektiv savollar, ilmiy adabiyotlar tahlili hamda o'qituvchilar va talabalar o'rtasida o'tkazilgan so'rovnomalarga asoslanadi. Ushbu usullar darsni yetarli darajada rejalashtirmaslik dars tuzilishi, vaqt taqsimoti va o'quvchilar faolligiga qanday ta'sir qilishini chuqurroq tushunishga imkon berdi. Shuningdek, taklif etilgan yechimlarni amaliy jihatdan sinab ko'rish maqsadida namoyish (demo) darsi tashkil etildi. Natijalar shuni ko'rsatdiki, puxta rejalashtirilgan darslar sinfni samarali boshqarish, mavzuni aniq tushuntirish va o'quvchilarning faol ishtirokini ta'minlashda muhim rol o'ynaydi. Aksincha, yetarlicha rejalashtirilmagan darslar vaqt yo'qotilishiga, tushunmovchiliklarga va o'qitish samaradorligining pasayishiga olib keladi. Xulosa qilib aytganda, tadqiqot darslarni tizimli ravishda rejalashtirish, aniq maqsadlarni belgilash, mos materiallarni tanlash va vaqtni to'g'ri taqsimlash muhim ekanligini ko'rsatadi. Bu esa o'qituvchilarning kasbiy mahoratini oshirishda muhim omil hisoblanadi.

Kalit so'zlar: dars rejalashtirish, vaqtni boshqarish, pedagogik amaliyot, metodika, dars samaradorligi, ta'lim sifati

Аннотация: В данной статье рассматривается одна из ключевых проблем, выявленных в ходе педагогической практики, — неэффективное планирование уроков, а также его влияние на качество преподавания и результаты обучения учащихся. Исследование основано на комплексном подходе, включающем наблюдение за занятиями, рефлексивные вопросы, анализ научной литературы и анкетирование учителей и студентов. Такой подход позволил глубже понять, каким образом недостаточное планирование влияет на структуру урока, распределение времени и вовлечённость обучающихся. Кроме того, был проведён демонстрационный урок, направленный на проверку предложенных практических решений по улучшению планирования. Результаты показали, что хорошо организованные занятия способствуют более эффективному управлению классом, ясному объяснению материала и активному участию студентов. В то же время слабое планирование приводит к потере времени, недопониманию и снижению эффективности учебного процесса. Полученные данные подчёркивают важность системного подхода к подготовке уроков, включая постановку чётких целей, выбор соответствующих материалов и рациональное распределение времени. В целом исследование подтверждает, что развитие навыков планирования является необходимым условием повышения профессиональной компетентности преподавателей.

Ключевые слова: планирование урока, управление временем, педагогическая практика, методика, эффективность урока, качество образования

Introduction

In the modern educational system, the effectiveness of teaching is closely related to how well a lesson is planned and delivered. Lesson planning is not only a formal requirement for teachers but also a practical tool that ensures the successful achievement of learning objectives. A well-structured lesson allows teachers to manage time effectively, present new material clearly, and involve students in active learning.

During my teaching practice at school, I had the opportunity to observe real classroom situations and analyze teaching processes. One of the most common and noticeable problems was ineffective lesson planning. In many cases, teachers were unable to complete new topics within one lesson. This led to incomplete understanding among students and reduced the overall quality of the lesson.

This issue is particularly important because it affects not only students' academic performance but also their motivation and interest in learning. When lessons are not well-organized, students become less engaged and may lose confidence in their ability to learn. Therefore, it is essential to analyze this problem in detail and propose practical solutions.

Problem Analysis and Reflection

The problem of weak lesson planning can be explained by several factors. Firstly, some teachers do not prepare detailed lesson plans with clearly defined objectives and stages. Secondly, time management is often ineffective, as teachers may spend too much time explaining theoretical material and not enough time on practice. Thirdly, classroom conditions such as large class sizes and mixed ability levels can make it difficult to follow a planned lesson.

To better understand the issue, I developed the following reflection questions:

- Why do teachers sometimes fail to prepare effective lesson plans?

- How does poor time management affect students' understanding and performance?
- What strategies can be used to improve lesson planning and classroom organization?

These questions helped to guide my research and provided a framework for analyzing the problem.

Literature Review

The importance of lesson planning has been widely discussed in educational research, particularly in the field of English language teaching. Jeremy Harmer (2007) emphasizes that effective lesson planning provides structure and direction to the teaching process. According to him, a well-prepared lesson enables teachers to anticipate potential difficulties, organize classroom activities in a logical sequence, and maintain a balance between teacher-centered instruction and student-centered practice. He further notes that clearly defined objectives and carefully staged procedures play a crucial role in ensuring the successful achievement of learning outcomes.

Similarly, Jim Scrivener (2011) highlights the critical role of time management in lesson planning. He argues that poor allocation of time often leads to incomplete tasks and reduced learning effectiveness. Scrivener suggests that teachers should design flexible lesson plans that can be adapted to students' needs, classroom dynamics, and unforeseen circumstances. Thus, flexibility becomes an essential component of effective teaching, enabling educators to respond to real-time challenges and maintain lesson flow.

In addition, Penny Ur (1996) stresses the importance of student engagement in the learning process. She argues that interactive and well-structured lessons significantly enhance learners' motivation and participation. According to Ur, when students are actively involved in classroom activities, they are more likely to retain information and develop practical language skills. This highlights the necessity of incorporating engaging and learner-centered tasks into lesson planning.

Expanding on these traditional perspectives, Alimova Dildora provides a modern view on lesson planning in EFL contexts. In her research on the use of authentic materials, she emphasizes that integrating real-life resources such as videos, songs, newspapers, and online content into lessons enhances learners' exposure to natural language use. Such materials not only increase students' interest and motivation but also help them understand how language functions in real communicative situations, thereby making lessons more dynamic and meaningful.

Furthermore, Alimova's work on Communicative Language Teaching (CLT) underlines the importance of designing lessons that prioritize communication. She argues that traditional grammar-focused instruction is insufficient for developing communicative competence. Instead, lesson plans should incorporate interactive activities such as role plays, group discussions, and problem-solving tasks, which encourage students to actively use the target language. This communicative approach shifts the focus from passive knowledge acquisition to active language use and real-life communication.

Another significant contribution by Alimova is her emphasis on teaching English through English. She suggests that minimizing the use of learners' native language in the classroom helps create an immersive learning environment. This approach encourages students to think directly in English, thereby improving their fluency,

comprehension, and overall language proficiency. Increased exposure to the target language is considered a key factor in successful language acquisition.

Moreover, her research on collaborative learning highlights the importance of interaction and cooperation among students. Group work, pair activities, and peer discussions not only improve learners' language skills but also foster critical thinking, problem-solving abilities, and social interaction. Collaborative learning, therefore, plays a vital role in creating an active, student-centered classroom environment that supports deeper learning.

In addition to these approaches, modern lesson planning increasingly incorporates multimodal teaching strategies, which combine visual, auditory, and kinesthetic elements. This allows teachers to address diverse learning styles and enhances the overall effectiveness of instruction. Furthermore, the integration of technology and digital tools provides new opportunities for interactive, engaging, and personalized learning experiences.

Overall, the studies discussed above demonstrate that lesson planning is not merely a formal requirement but a fundamental aspect of effective teaching. A well-designed lesson plan should integrate clear objectives, effective time management, engaging activities, and modern teaching approaches such as communicative methods, authentic materials, and collaborative learning. These elements collectively contribute to improved student motivation, active participation, and successful learning outcomes. Therefore, educators should pay special attention to developing comprehensive, flexible, and learner-centered lesson plans that meet the needs of contemporary education.

Methodology (Observation and Questionnaire)

To investigate the problem in a real educational context, I used both observation and questionnaire methods. During my teaching practice, I observed several lessons and analyzed how teachers organized their time and activities.

In addition, I conducted a questionnaire among teachers and students.

Questions for teachers:

1. Do you always prepare a lesson plan before class?
2. What difficulties do you face in managing lesson time?
3. Is one lesson enough to explain a new topic?
4. Which stage of the lesson takes the most time?
5. What methods do you use to make lessons effective?

Questions for students:

1. Do you understand new topics during lessons?
2. Does your teacher finish the lesson on time?
3. Which activities do you enjoy most?
4. Do you prefer group work or individual work?
5. What difficulties do you face during lessons?

Results and Discussion

The results of the study revealed several important findings. Approximately 68% of teachers admitted that they do not always follow a detailed lesson plan. The main reasons included lack of time, workload, and unexpected classroom situations.

From the students' perspective, around 72% reported that they sometimes do not fully understand the lesson because explanations are too fast or incomplete. Many

students also mentioned that they prefer interactive activities such as discussions and group work rather than long explanations.

These findings clearly demonstrate that ineffective lesson planning has a direct impact on students' learning outcomes. When lessons are not well-structured, students lose motivation, and their academic performance decreases.

Solutions and Practical Implementation (Demo Lesson)

Based on the findings, several solutions were proposed. First, teachers should prepare detailed lesson plans with clear objectives and time allocation. Second, they should reduce teacher talking time and encourage student participation. Third, interactive methods such as pair work and group discussions should be integrated into lessons.

To test these solutions, I conducted a demo lesson. I carefully planned each stage of the lesson and used interactive activities to engage students. I also focused on managing time effectively by limiting explanations and providing more opportunities for practice.

The results were positive. I was able to complete the lesson on time, and students were more active and engaged. This experience showed that proper lesson planning can significantly improve teaching effectiveness.

Conclusion

In conclusion, lesson planning is a fundamental aspect of effective teaching. Poor planning and time management can negatively affect both teaching and learning processes. However, with proper strategies and structured lesson design, teachers can overcome these challenges. My teaching practice experience demonstrated that even small improvements in lesson planning can lead to significant positive changes in the classroom. Therefore, it is essential for teachers to continuously develop their planning skills and apply student-centered approaches.

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