

THE LESSON STRUCTURE

(From Dust Cover)

Planning a teaching situation results in a lesson. Therefore, it is understandable that a lesson is the central theme of discussions about the practice of teaching. A careful consideration and study of attempts to reform teaching show that it is the lesson that has to be planned in new ways. This is the only effective way in which reforming teaching can succeed. This means that a theory about reforming teaching, by implication, also gives rise to a new teaching practice.

In this work, the authors try to clarify the evident aspects of constructing a lesson. A basic assumption is that a lesson should not be a haphazard, casual or merely intuitive matter. A lesson ought to represent a planned design which can be accounted for or justified by the teacher. This is because any teaching practice necessarily flows from a series of lessons. Consequently, there is a discussion of the basic structure which the teacher must have a thorough knowledge of to be able to carry out his teaching plan in practice. Without this knowledge, an accounting for his daily classroom practice is not possible.

In **The Lesson Structure**, in succession there are reflections on the origin of a lesson, the form(s) a lesson can assume, the accidental though sometimes decisive circumstances the teacher has to keep in mind when he designs his lesson and the ways a lesson can be laid out and justified in his preparation of it. The aim is to provide a comprehensive image of the lesson structure in terms of which students in teacher training can learn what factors deserve close attention in a classroom situation. On the other hand, certified teachers also can use this book profitably to apply their experiences in more meaningful and focused ways to their daily teaching activities.

Consequently, **The Lesson Structure** clarifies all aspects of designing a lesson and illustrates them with examples. It focuses as clearly as possible on these fundamental aspects to make them available to teachers and students so that they can form a clear idea of what really is involved in planning a lesson.