

LINKING ACTIVITIES WITHIN A LESSON: ENHANCING LESSON STRUCTURE AND LEARNING EFFECTIVENESS

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Abstract. Article examines the role of linking activities within a lesson and their contribution to effective lesson structuring and student engagement. The study is based on a qualitative analysis of teaching-learning principles and educational theories. It explores how linking activities connect different phases of a lesson, maintain learners' attention, and facilitate the transition from prior knowledge to new concepts. The findings indicate that linking activities improve lesson coherence, support active learning, and enhance students' understanding. Drawing on theories by Lev Vygotsky, David Ausubel, and Robert Gagné, the article concludes that linking activities are essential for effective and student-centered teaching.

Keywords: Linking activities; lesson structuring; student engagement; teaching-learning principles; active learning

Аннотация. Данная статья рассматривает роль связующих видов деятельности (linking activities) в структуре урока и их влияние на эффективность обучения и вовлечённость учащихся. Исследование основано на качественном анализе принципов преподавания и образовательных теорий. Особое внимание уделяется тому, как связующие виды деятельности соединяют различные этапы урока, поддерживают внимание учащихся и способствуют переходу от ранее усвоенных знаний к новым. Результаты показывают, что использование таких видов деятельности улучшает логическую целостность урока, способствует активному обучению и повышает уровень понимания материала. Опираясь на теории Выготского, Аузубеля и Ганье, статья делает вывод о том, что связующие виды деятельности являются важным элементом эффективного и ориентированного на учащихся обучения.

Ключевые слова: связующие виды деятельности; структурирование урока; вовлечённость учащихся; принципы обучения и преподавания; активное обучение.

Annotatsiya . Ushbu maqola dars jarayonida bog'lovchi faoliyatlarning (linking activities) o'rni va ularning ta'lim samaradorligi hamda o'quvchilarning faolligiga ta'sirini o'rganadi. Tadqiqot ta'lim va o'qitish tamoyillari hamda pedagogik nazariyalar

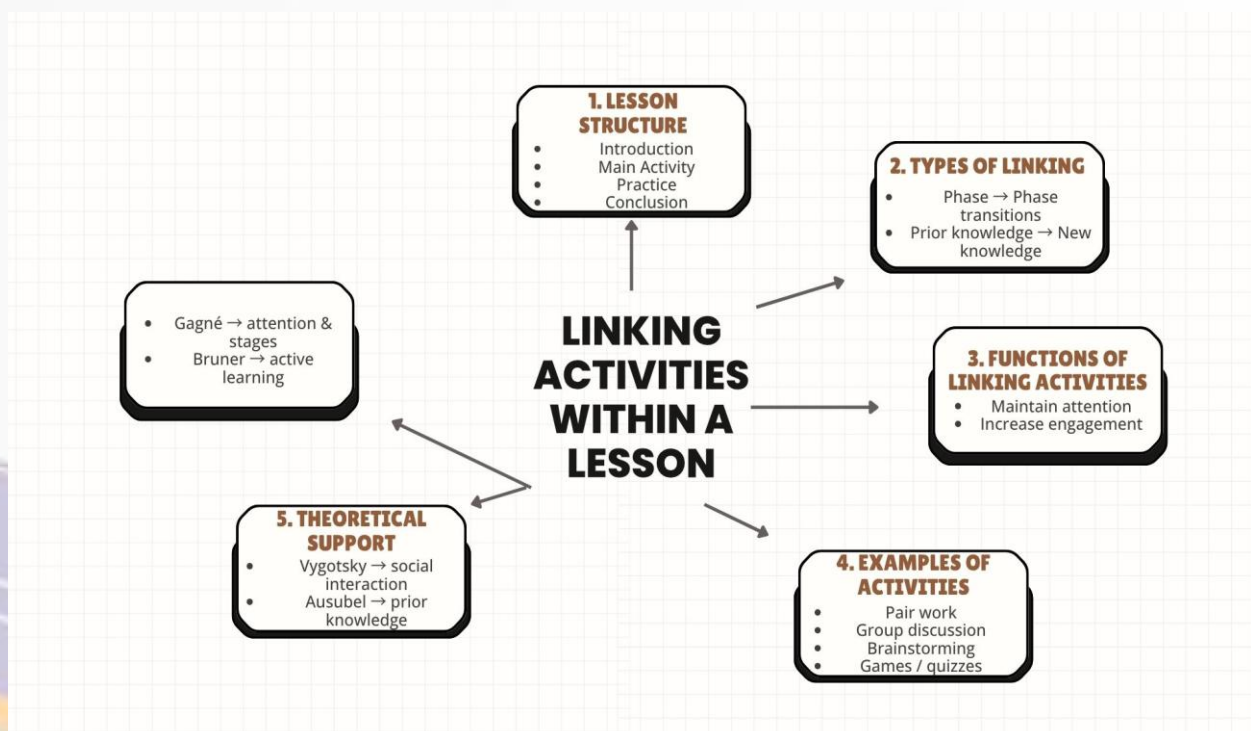
asosida sifat tahliliga qurilgan. Unda bog'lovchi faoliyatlarning dars bosqichlarini o'zaro bog'lashi, o'quvchilarning e'tiborini saqlab turishi va avvalgi bilimlardan yangi bilimlarga o'tishni ta'minlashi yoritiladi. Natijalar shuni ko'rsatadiki, bunday faoliyatlar darsning mantiqiy yaxlitligini oshiradi, faol o'rganishni qo'llab-quvvatlaydi va tushunishni yaxshilaydi. Vygotskiy, Ausubel va Gagne nazariyalariga asoslanib, maqolada bog'lovchi faoliyatlar samarali va o'quvchiga yo'naltirilgan ta'limning muhim qismi ekanligi xulosa qilinadi.

Kalit so'zlar: bog'lovchi faoliyatlar; darsni tuzish; o'quvchilarning faolligi; o'qitish va o'rganish tamoyillari; faol o'qitish.

Introduction

Effective lesson planning is a fundamental component of successful teaching and learning. A lesson should not be viewed as a collection of isolated activities, but rather as a structured process that guides learners through meaningful stages of understanding. According to Batmanabane (2013), a well-organized lesson consists of an introduction, a main body, and a conclusion, all of which must be logically connected. However, even carefully designed lessons may fail if they are not properly linked to teaching-learning principles.

One of the most important elements ensuring lesson coherence is the use of linking activities. These activities connect different parts of the lesson and help maintain continuity in learning. From a cognitive perspective, learning becomes more effective when new information is connected to prior knowledge, as emphasized by David Ausubel (1968). In addition, modern research on lesson structuring highlights the importance of clear transitions between lesson phases to support understanding (Krepf & König, 2023). Therefore, this article aims to explore how linking activities contribute to lesson structure and improve learning outcomes. The main concepts of linking activities are illustrated in Figure 1.



Methods

This study uses a qualitative approach based on the analysis of academic literature related to lesson planning, teaching-learning principles, and educational psychology. The primary sources include Batmanabane (2013) and Krepf and König (2023), supported by theoretical frameworks from Lev Vygotsky (1978), Jerome Bruner (1960), and Robert Gagné (1985).

The analysis focuses on identifying key elements such as lesson phases, transitions, student engagement, and the role of linking activities in maintaining lesson flow. In addition, practical classroom examples are considered to demonstrate how these principles are applied in real teaching contexts. This method allows for a comprehensive understanding of both theoretical and practical aspects of linking activities.

Results

The analysis reveals that linking activities perform several essential functions within a lesson. First, they ensure smooth transitions between different lesson phases. According to Krepf and König (2023), effective lesson structuring requires clear phasing and well-organized transitions. Linking activities act as bridges that connect stages such as introduction, presentation, practice, and application, allowing students to follow the lesson more easily.

Second, linking activities support the connection between prior knowledge and new information. Batmanabane (2013) emphasizes the importance of moving from the known to the unknown and from simple to complex concepts. This idea is supported by David Ausubel (1968), who highlights that meaningful learning occurs when new information is anchored to existing cognitive structures. Activities such as brainstorming, questioning, and short discussions help activate prior knowledge and prepare learners for new content.

Third, linking activities help maintain students' attention and engagement. It has been observed that students' attention tends to decrease during a lesson, especially after extended periods of passive instruction (Batmanabane, 2013). Therefore, introducing short interactive activities helps refresh attention and re-engage learners. This finding is consistent with Robert Gagné's (1985) instructional model, which emphasizes gaining attention and promoting active participation.

Finally, linking activities encourage interaction and collaborative learning. From a socio-cultural perspective, Lev Vygotsky (1978) argues that learning occurs through social interaction. Pair work, group discussions, and communicative tasks serve as effective linking activities that promote cooperation and deeper understanding. Overall, the results show that linking activities significantly enhance lesson coherence and learning effectiveness.

Discussion

The findings of this study confirm that linking activities are a crucial component of effective lesson planning. They contribute to both content and procedural structuring, ensuring that lessons are logically organized and easy to follow. As noted by Krepf and König (2023), structuring involves not only dividing content into phases but also ensuring that these phases are connected through meaningful transitions.

Furthermore, linking activities reflect important principles of learning theories. For example, Jerome Bruner (1960) emphasizes the role of active learning and discovery, which can be supported through interactive linking activities. Similarly, H. Douglas Brown (2000) highlights the importance of meaningful communication in language learning, which is often achieved through tasks that connect different parts of a lesson.

However, the effectiveness of linking activities depends on careful planning. If activities are not aligned with lesson objectives, they may distract students rather than support learning. Therefore, teachers must ensure that each linking activity has a clear purpose and contributes to the overall lesson goals. Additionally, teachers should consider students' needs, abilities, and learning styles when selecting activities. Flexibility and responsiveness are essential, as teachers may need to adjust their plans based on students' reactions.

Conclusion

In conclusion, linking activities play a crucial role in enhancing lesson structure and improving the overall effectiveness of teaching and learning. They serve as essential tools for connecting different phases of a lesson, ensuring smooth transitions, and maintaining a logical flow of ideas. Without such connections, lessons may become fragmented, making it difficult for students to follow and fully understand the material. Therefore, the integration of linking activities is not just supportive but fundamental to successful lesson planning.

Furthermore, linking activities contribute significantly to student engagement and active participation. By breaking up long periods of instruction and introducing interactive elements, these activities help maintain learners' attention and motivation throughout the lesson. They also create opportunities for students to interact with the content, the teacher, and their peers, which enhances both understanding and retention. In this way, linking activities reflect key teaching-learning principles, including the importance of moving from prior knowledge to new concepts and promoting meaningful learning experiences.

In addition, the use of linking activities supports a student-centered approach to teaching. Instead of passively receiving information, students become active participants in the learning process. This aligns with modern educational theories that emphasize collaboration, communication, and critical thinking. As a result, linking

activities not only improve lesson structure but also contribute to the development of important cognitive and social skills.

However, it is important to note that the effectiveness of linking activities depends on careful planning and purposeful implementation. Teachers must ensure that each activity is aligned with lesson objectives and appropriate for students' needs and abilities. Poorly designed activities may distract learners or disrupt the flow of the lesson. Therefore, thoughtful selection and timing of linking activities are essential.

Finally, this study highlights the importance of integrating linking activities into all stages of lesson planning. Teachers should view them as an integral part of instructional design rather than optional additions. Future research could further investigate the impact of different types of linking activities on student achievement in various educational contexts. Overall, the effective use of linking activities represents a valuable strategy for creating coherent, engaging, and meaningful learning experiences.

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