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### **AIMS AND OBJECTIVES IN LESSON PLANNING**

Much attention has been paid to aims and objectives in education as they clarify what students are to achieve. However, without any aims and objectives will not attain anything worthwhile.

Aims are general statements representing ideas and aspirations. They are used to indicate the overall purpose of a course or program. They can also describe the purpose of an individual session. They are predominantly long-term, difficult to assess, and expressed in general terms:

- to improve (facilitate) understanding, general skills, or physical coordination;
- to modify attitudes, beliefs, and standards;
- to impart information, knowledge, or ideas;
- to stimulate action;
- to encourage changes in behavior.

Aims state what a particular course aims to achieve. Moreover, it is worth mentioning that course aims are broad brush strokes that do not provide details but rather say what a course hopes to achieve, e.g., «... The course helps participants to understand/achieve/respond to...»

A general statement is needed at the next level of description, setting out the overall purpose of each session. Since it describes one session rather than a whole course, it must be written more specifically. Some teachers use the same language for session aims as for course aims. The others prefer to express the purpose of a session in terms of general student outcomes.

On the contrary, objectives are specific action statements. They are viewed as achievable stepping stones which lead towards more generally expressed aims. They represent the most specific level of description used, and they state in some detail the hoped-for changes in the learner. Overall, objectives state what the student can do, think, feel, or say due to the planned learning and teaching event. Objectives are typically expressed using action verbs: identify, state, choose, select, criticize, show, move, perform, conclude, participate, compare, demonstrate, etc. They need to be written in ways that allow the teacher and the student to make some judgments as to whether or not they have been achieved.

Objectives realize three functions[Daines]:

- provide an overall structure for a learning and teaching event;
- help in detailed planning;
- act as a basis for appropriate assessment procedures.

Therefore, objectives describe the desired behavior, the conditions under which attainment is to be demonstrated, and the criteria for such success.

Nevertheless, it is worth outlining that some changes in behavior may only be observable sometimes after a lesson.

Objectives can be named differently, e.g., behavioral, learning, instructional, and teaching objectives. The main idea is to think out precisely what your students will achieve by the end of a lesson. Therefore, you should use behavioral terms and ensure that the statements you come up with are specific, limited in scope, attainable, and observable. Once you are clear about what they are, you can plan the lesson, which presupposes selecting the content, choosing the best methods, gathering the resources together, and working out how to monitor outcomes.

To sum up, we must admit that time spent on clarifying lesson aims and objectives and discussing them with your learning group is beneficial for your planning and teaching, students' learning, and achievement and greatly contributes to a mutual feeling of success.

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