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«LESSON STUDY» AS A TOOL TO IMPROVE TEACHING AND LEARNING

Annotation. This article discusses ways to implement the Lesson Study approach within the professional community of teachers, using the project's capabilities in their teaching practice. Interest in this topic is expressed in the improvement of teaching methods and increasing the level of knowledge of students in key subjects in secondary school.

Keywords: research; lesson; approach; teaching; learning; collaboration; professional growth; assessment; effectiveness.

Introduction

The main form of organizing the educational process is a lesson, since it is in the study that the teacher and student are carried out, training is taking place through educational situations. Therefore, both the effectiveness and the quality of training in a particular subject are determined by the level of the lesson, its substantial and methodological fullness, and comfort. The teacher will be more confident in the lesson, the more comprehending the lesson by the teacher in the process of preparing for it, the more accurately the structure is thought out, the content of the educational material is appropriately selected, and methodological techniques were appropriately used. To think in advance in advance of a lesson - means the need to determine (if possible) all the difficulties that may arise in the study and establish all the appropriate measures to overcome them [1].

Materials and methods

For professional growth, the teacher needs to be able to evaluate his practice, asking himself questions about the advantages and disadvantages implemented in the daily process of teaching and teaching approaches.

Currently, there are many opportunities for the professional development of the teacher. One of them is the pedagogical approach of Lesson Study, which is one of the effective ways of cooperation and professional interaction between teachers, and the formation of a professional community in the school. Through the implementation of the Lesson Study approach, the teacher, which leads the lesson, has the opportunity to improve his pedagogical experience, thanks to the feedback of colleagues, and observers can develop reflection skills and analysis as a result of the discussion of each lesson. Participants observing the activities of the teacher and the course of the lesson improve their pedagogical skills, learn to jointly investigate the lesson, and draw up criteria for evaluating the achievements of a strong, middle and weak student. The most important thing is that the Lesson Study approach promotes the creative interaction of teachers. Within the framework of this approach, a culture of cooperation is formed, which, in turn, helps to increase the motivation of teachers for professional growth.



Research results

Lesson Study contributes to the fact that:

1. Teaching and training improve. Teachers focus on which techniques better contribute to students' education. What types of educational activities are suitable for a particular student, and what methods develop thinking?
2. Analysis of lessons, research, and materials can be used in practice by other teachers and will allow, relying on the experience of colleagues, to improve their practice.
3. Professional cooperation is being built; a collaborative environment is formed among teachers.

Thus, the pedagogical approach of Lesson Study is effective not only for the development of teaching skills but also contributes to the development of self-regulation of both the teacher and the student. The main goal of any teacher is the progress of the student. A modern teacher does not teach an object, but teaches children, focusing on their individual abilities, to gain knowledge on their own. As a result, students learn to think critically, apply knowledge in practice and develop self-learning and self-assessment skills [2, p.4].

Lesson Study is a pedagogical approach that characterizes a special form of research in action in the lessons aimed at improving knowledge in the field of teaching practice. The approach was founded in Japan in the 70s of the 19th century, ahead of about 70 years, after the “Research in action” approach used in the West. This technique is considered an advanced program of professional development, which led to overwhelming results in the academic achievements of students in Japanese elementary schools [3, 4].

Lesson Study is attended by groups of teachers who jointly carry out planning, teaching, observation, analysis of training and teaching, and documenting their conclusions. When conducting the Lesson Study cycle, teachers can introduce innovations or improve pedagogical approaches, which are then transferred to colleagues by conducting an open Lesson Study or the publication of a document describing their work.

Lesson Study is successfully used to improve the teaching methods and increase the level of knowledge of students in key subjects in primary and secondary schools, as well as in order to develop conceptual pedagogical approaches, such as evaluation for learning (ОдО).

Lesson Study is called a democratic way to study the lesson.

Firstly, groups are formed at the request and interest of teachers themselves as a specific topic of research.

Secondly, even though one teacher teaches a lesson, the whole group is responsible for any results of their joint activities.

Thirdly, the group can share their experience with the broad pedagogical public [2, p. 6].

Throughout the Lesson Study cycle, teachers working in groups (or in pairs) will be:

- use daily the materials of periodic assessment they collect to coordinate the priorities of learning and development of students;
- jointly determine the method of teaching that meets established tasks, which will continue to be developed or improved;
- determine the three “studied students”, each of which is a typical representative of a certain group of students in the class, for example: high, average, or lower than the average level of performance in the total number of students;
- jointly plan a Lesson Study, during which the results of the methodology for conducting the results of observing three studied students will be used and carefully studied;
- conduct Lesson Study and conduct their joint observation, focusing on the training and development of the studied students. The named procedures can be repeated and improved for several lessons. Observation is not necessary to conduct all Lesson Studies;
- conduct a discussion of the Lesson Study;



- in order to analyze the reaction of the studied students to the method used, the progress they have reached, the learning outcomes shown by them or the difficulties experienced in learning, as well as the experience gained for the development of teaching or training methods in the future;
- formally represent the results of using the Lesson Study approach to a wide audience of colleagues through a presentation, demonstration, or coaching [5, p. 9-10].

The Lesson Study approach methodology is effective because it helps teachers:

- see children's education, confirming more clearly in various manifestations and details than it is usually possible;
- to see the difference between what, according to the teacher, should happen during the education of children, and what is happening in reality;
- understand how to plan training so that as a result it satisfies the needs of students as much as possible;
- implement the Lesson Study approach as part of the professional community of teachers, whose priority purpose is to help students in training and vocational training of group members (Dudley, paragraphs)
- use the capabilities of Lesson Study in your teaching practice [5, p. 10].

Teachers, studying effective work methods, are faced with questions daily, the answers to which are difficult to find in one person, so they often ask for advice from their colleagues. As a result of the search for answers to questions, a circle of people interested in solving their problems was formed - these are teachers of the Russian language and literature, algebra, history, computer science, and physics. The idea came to create a group of 5 teachers to study their lessons. The teacher of our school is engaged for several years in a row, but at the end of 1-2 cycles, teachers had many questions on the study of lessons. There were always doubts about the correctness of the choice of teaching methods, so they decided to invite a coach from the branch of the Center for Pedagogical Mastery in Uralsk as a critical friend so that she would act as the Lesson Study coordinator. All members of the group personally were familiar with her and knew her as a person who possesses the qualities of an “effective critical colleague”. As a result, a group of like-minded volunteers, interested in one idea, backed up by trusting relationships and faith in fruitful cooperation was created.

The general topic of the study of our focus group was assessment. Applying the “General Idea” strategy, discussing the problems that interest the teachers, with the help of a critical friend, we formulated a specific topic of the study “Improving motivation and interest among students in the lesson to use various techniques and assessment methods”. Thus, the focus group set itself the following objectives of the study:

- increase the interest among students in the lesson;
- use the most effective types of formative assessment to track progress in training;
- learn to draw up success criteria for students A, B, with at each stage of the lesson;
- engage each student through evaluation for learning.

Based on the intended goals, we also identified the expected results: students will be able to conduct objective self-esteem of their activities in the lesson, based on a criterion of success.

My colleagues and I studied research literature and summarized the necessary information for modeling the content of the lesson, tasks, tools, selection of forms, and methods of work.

Having studied the types of study of the lesson in Japan presented in the book of Toshio Chichibu, we concluded that the second type of Lesson Study is suitable for us, but with the teaching of the lesson each member of the group the general topic of the study.

After determining the objectives of the study of the lesson, we decided that to obtain tangible results on the study, we will conduct at least three cycles, one of which includes:

1. Subject planning of the lesson.
2. The conservation and observation of the 1st lesson, focusing on three students who are representatives of the “strong”, “middle”, and “weak” students.



3. Interviews of three students to know their opinion about the lesson.
4. Conduct a discussion of the lesson.
5. New planning considering the conclusions made after joint discussion.

The class for research was determined by teachers independently, arguing the choice of existing problems in the educational process of this class. We relied on our observations during the lessons, the study of the diagnostic materials of the school psychologist, the results of the interview with the class teacher and parents.

The key stage of this project is the planning and conduct of lessons. On an example, I will tell you about the first cycle, joint planning of the 1-st lesson. We began the first discussion of the planned lesson. Members of the Lesson Study group, discussing the proposed lesson plan, made some changes. We discussed the expected result on two tasks for the observed students, distributed the roles and places of observation of the participants in the process, issues of interviews for students after the lesson. During the first meeting of the joint planning group, the following issues were discussed:

1. Lesson plan.
2. The waiting results for students A, B, p.
3. Causes for interviewing students after lessons.
4. The distribution of roles in the Lesson Study group to observe the 1-st lesson.
5. The training of resources for the lesson and observers.

During the observation and conduct of the 1-st lesson, we were observing each student attached behind us. They watched the students listen and understand the ideas of their classmates, and observed the reaction of the teacher in relation to students. In the process of observation, each observer teacher chose a place that allowed him to keep the observed student in sight. It is very important that the observed student does not feel that he was monitored as this can cause an unpredictable reaction or the student knowing that they are watching him, can feel constrained or try to show himself unnaturally. Teachers in advance prepared an observation plan, where the time of completion of each task and the expected results were painted. Also in our hands, we had a plan for the lesson. This helped compare students' answers with answers to the expected results. In terms of observation, we constantly recorded each action, and mood of the student, pondering the cause of a particular reaction of the student. They also noted the time of each comment or answer, since at the next planning it will be necessary to give tasks in accordance with the pace of assimilation of the student's knowledge. Record of two points: the permanent fixing of each student's action and the time of completing the task helped to collect objective information about the student and plan tasks for the next lesson.

Observation of students in the lesson made it possible to establish evidence of the progress of each of the students. After observing, the teachers reflected on the questions:

- What happened at the end of the observation?
- What could be changed?

The students were offered differentiated tasks. The results of the interview showed that the student and felt comfortable in the lesson, the completion of the tasks was interesting and easy. The student noted that he completed all the tasks, and did not feel difficult. The student coped with the tasks of his level. During the discussion of the 1-st lesson, the focus group concluded that the purpose of learning was not entirely achieved since the teacher had to follow the reasoned relationship and self-assessment of students.

We saw positive results on the issue of research only during the discussion of the 3-rd lesson. The methods and evaluation methods used in the lessons helped improve the quality of the lesson, and students were interested in completing tasks. But at this stage, our work does not end yet.

We, the teachers of our focus group, enjoyed the pleasure of working together, it was interesting for us to work in cooperation on the preparation of lesson abstracts, during the analysis



of the lessons. During the project, we learned the culture of cooperation, the respect for the opinions of our colleagues, and the reflection of our pedagogical activity.

The pedagogical approach to Lesson Study has become effective for us in terms of stimulating each other in work, and motivation for further professional growth. Our practice has shown that Lesson Study helps to improve teaching and learning. According to the topic and goals of the study, we used various types of assessment: self-assessment, relationships in the group, pair work, evaluating criteria, question, and answer, observation, and peer reviews. During the study of the lesson, we used the observation method, the transcription method, the temporary line method, and the method of compiling a lesson card. The main goal of our study was achieved. At the end of the 1st quarter, we saw the progress of the students. This is an improvement in the quality of students' knowledge.

Conclusion

The pedagogical approach of Lesson Study is effective not only for the development of teaching skills but also contributes to the development of self-regulation of both the teacher and the student. The main goal of any teacher is the progress of the student. A modern teacher is not taught to subject, he teaches children, focusing on their individual abilities, to gain knowledge on his own. As a result, students learn to think critically, apply knowledge in practice and develop self-learning and self-assessment skills.

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Усиева Б.Е.

«LESSON STUDY» ЖАҚСАРТУ ҚҰРАЛЫ РЕТІНДЕ ОҚЫТУ ЖӘНЕ ОҚЫТУ ПРАКТИКАСЫ

Аңдатпа. Бұл мақалада мұғалімдердің кәсіби қауымдастығы шеңберінде Lesson Study тәсілін жүзеге асыру жолдары, жобаның мүмкіндіктерін өзінің мұғалімдік тәжірибесінде пайдалану қарастырылады. Бұл тақырыпқа қызығушылық орта мектептегі негізгі пәндер бойынша оқушылардың білім деңгейін арттыру және оқыту әдістемесін жетілдіруде көрінеді.

Кілт сөздер: зерттеу; сабақ; тәсіл; оқыту; ынтымақтастық; кәсіби өсу; бағалау; тиімділік.

Усиева Б.Е.

«LESSON STUDY» КАК ИНСТРУМЕНТ УЛУЧШЕНИЯ ПРАКТИКИ ПРЕПОДАВАНИЯ И ОБУЧЕНИЯ

Аннотация. В данной статье рассматриваются пути реализации подхода Lesson Study в рамках профессионального сообщества учителей, использование возможностей проекта в своей учительской практике. Интерес к данной теме выражается в совершенствовании методики преподавания и повышения уровня знаний учащихся по ключевым предметам в средней школе.

Ключевые слова: исследование; урок; подход; преподавание; обучение; сотрудничество; профессиональный рост; оценивание; эффективность.