SCIENCE SHINE
INTERNATIONAL SCIENTIFIC JOURNAL
Volume 3, Issue 1 April 30, 2023

THE PLANNING OF TEACHING IN THE CONTEXT OF LESSON STUDY

Makhmuda Yusupova
The master's student of Uzbekistan State World Languages University

Annotation: The primary goal of the current study is to examine the attitudes, views, and experiences of the teachers who participated in lesson study preparation. For the purpose of triangulation, the present study, which is a component of a larger research endeavor, used a mixed methodological planning strategy. From October 10 to December 1, 2022, a survey was conducted with students in the second grade at the Secondary Education School in Nukus. Participating were four English teachers from the school unit, the director, and a total of 15 pupils. The survey's findings show how the research lesson's well-thought-out planning and preparation benefited the participating instructors, who received valuable experience and priceless knowledge throughout the implementation of the Lesson Study phases. Also, there were positive comments on their opinions and perceptions of the gatherings and workshops held as part of the lesson study.

Keywords: lesson study, planning of teaching, research lesson, secondary education, teachers' perceptions, and attitudes

Introduction.

Setting goals and figuring out how to achieve them are both aspects of planning in the context of education. It comprises planning out what will be taught, how it will be taught, when it will be taught, who will be taught it, and how the recipient will be evaluated. Planning is the first step in the teaching and learning process. Before a teacher delivers a lesson to a class, he or she plans it while education administrators create policies and develop a curriculum that will be used in the school. The teaching-learning experience is made valuable and fruitful by lesson planning. On the other hand, failing to plan results in wasted and ineffective instruction. The movement permeates all levels and disciplines of education (Egbe, 2008). Learning is a complex phenomenon, and rather than trying to explain what it is, one must simply recognize its complexity and say that it is better projected in the performance of learners (Ohlsson & Rees, 1991).

Literature review.

The educational system needs to be improved, according to teachers and modern society. The Lesson Study is a revolutionary educational idea that has been

successfully applied in many industrialized nations, and its application can greatly strengthen and improve education. Based on the evaluation of relevant references for the implementation of the lesson study, the specific conclusions are as follows:

By conforming to the educational culture of another country, a successful teaching strategy can be exported there (Cowen, 2006). Additionally, when international educational exchange is encouraged, the introduction of innovative educational practices from other nations can be a huge success (Phillips, 2006).

By fostering the active participation of teachers and students, proper design of the lesson and its implementation helps to improve the educational process (Sofos & Darra, 2014).

In addition, research lessons can aid in the improvement of the educational system and the successful application of educational policy in the classroom (Lewis & Tsuchida, 1997).

Teachers' equal participation is viewed as a prerequisite for the Lesson Study's success (Lewis & Hurd, 2011). Also, teachers actively participate in the Lesson Study as researchers in order to accomplish a shared objective in a voluntary and non-coercive manner (Rekalidou, Karadimitriou, & Moumoulidou, 2014). (Cook, & Friend, 1991).

Open-ended questions allow participants to freely express their opinions on instruction, as well as during planning and reflection sessions (Creswell, 2011).

Lesson Study fosters interpersonal relationships between teachers by fostering cooperation and communication (Chong & Kong, 2012). For new and inexperienced teachers, the lesson study greatly aids in their professional development (Archer, Pope, Onion, & Wake, 2013).

This teaching strategy encourages working group engagement from teachers as well as a beneficial exchange of ideas (Kambouridis, 2002).

Throughout the meetings of the Lesson Study working groups, sincere bonds of respect and gratitude are forged. With the lesson study and the research lesson they are delivering, teachers are willing to collaborate with their peers and share information (Thiessen, 1993).

In order to help the participating instructors without reducing their teaching hours and to maintain the program's normal functioning, the implementation of the Lesson Study demands the availability of infrastructure in a school unit (Anthopoulou, 1999).

The quality of teachers' work improves when educational methods are planned collaboratively, increasing their enthusiasm in the field (Athanasoula-Reppa, 1999).

From the foregoing, it can be inferred that: a) the use and proper implementation of the lesson study in a school unit is favorable to the promotion and development of the educational process; and b) there is a dearth of pertinent research to demonstrate the attitudes, perceptions, and experiences of teachers in the context of the implementation of the lesson study in Uzbek educational reality. The goal of the current work is to fill this research.

Research methods.

Sample

In contrast to quantitative studies that attempt to generalize their results, the sample selection for this poll was deliberate and not random.

Teachers' willingness to participate voluntarily in this study's sample was a requirement for selection since they can shed light on how Lesson Study impacts how smoothly schools run. The researcher has to have direct access to a school unit's environment in order to conduct this research. The institution the researcher chose to work at significantly influenced how it was implemented.

With the approval of the relevant school advisers and the school principal, the survey was carried out in English in Secondary School N1 from October 10 to December 1, 2022. The four students from the school were involved at first, along with the director, but one later withdrew. The second Lyceum's two classes were also involved, the first of which had fifteen (15) students as the control group and sixteen (16) students as the experimentation team. With rare exceptions, teachers' meetings were held regularly each week during school hours, and attendance was entirely optional.

The Method

For the objectives of triangulation, the current investigation, which is a component of a larger research endeavor, used a mixed methodological planning strategy. Transcripts of the participants' teachers' lessons (both standard and research lessons) were utilized to collect data. Also, the protocols for preparation, observation, reflection, and adjustment of the research lesson as well as calendars that the facilitator and group recorder filled out at the time the Lesson Study was implemented were included as data. Student work and surveys filled out by students were also used as sources. Quantitative information was also produced by the surveys and was used to further the analysis of high-quality information. The existence of the many data sources indicated above enabled integration, which validated the research findings and gave them legitimacy and validity.

Collection of Research Data

The discussions and lectures that took place during Lesson Study were taped in order to collect the most data and provide the most thorough research documentation.

The researcher provided the participating teachers with a full explanation of the scope and stages of the lesson study during the introduction meeting. Since English is the sole subject taught by every student at the school and has some unique characteristics, it was chosen without dissent. In order to prevent the instructor from being influenced by the use of the new method of teaching, it was also decided to teach a specific poem and its traditional teaching should be carried out prior to the start of the lesson study. A rough schedule for the start of conventional instruction and subsequent meetings was also established. Following conventional teaching, the research lesson's intricate design took up the next six meetings. Following its instruction, the previous meeting offered crucial information for the evaluation feedback and reflection of the research lesson.

Meeting calendars

Another tool used in this research was meeting calendars, which were kept as crucial records of the Lesson Study meetings as soon as they were completed. These numbers were especially helpful when there was a gap of time between meetings and there was a chance that they would be overlooked and forgotten. Two different calendar kinds were taken from Stepanek et al. for the current investigation (2007).

In the first type, a group member filled up the diary; in the second, the facilitator did so. At each meeting, these two team members were replaced. The objectives and important points of the meeting were shared fields on both surveys, but the other fields were differentiating.

When it was their turn to keep the diary, each participant took notes on the meeting's topics, teaching, student learning, and the group's short- and long-term objectives. Also, the steps taken to plan the subsequent meeting's agenda were documented. The facilitator first noted his actions, which aided in the team members' efficient engagement, in the accompanying calendar. Then he made a note of any issues that emerged throughout the discussion and how to resolve them. He discussed the level of participation from each group member as well as the potential for increased cooperation.

Results.

Meetings and lectures that were recorded, both traditional and research-based, were converted into digital text files. These files were then loaded into the program in order to alter and encode them, or divide the texts into sections and give each section a title, in order to analyze their content. These books were organized into distinct

fields that closely connect to the study issues and merged with additional research data sources. The research's conclusions and key findings are as follows:

Teachers' Reports on Implementation Planning of Lesson Study

A fundamental requirement for the Lesson Study's successful implementation, meticulous planning has taken up most of the group sessions of the participating instructors.

The research findings revealed that the participating teachers were preoccupied with the meticulous organization of the research lesson during all of their meetings with regard to their perceptions of the design used to implement the lesson study. The team's strong adherence to the project planning protocol and its efforts to develop and integrate it show that all of its members understood the value of planning for the project's success.

Also, evaluation feedback during the post-research lesson meeting, where helpful insights were reached, mostly centered on lesson planning. The significance of lesson/course preparation as a criterion for its efficacy is shown by this finding, which is also consistent with the pertinent references (Britain, 2004). Additionally, this outcome indicates that teaching planning, in its broadest sense, is a methodology that aids educators in making sensible and pedagogically sound decisions about how to proceed with planning the teaching of a course or program by efficiently utilizing the necessary resources.

The following conclusions can be drawn from the perceptions and experiences of the teachers regarding the Workshops-Meetings that were held in the context of the Lesson Study: a. All teachers completely concur that they understood the goals and the methodology of the Lesson Study before the Course Study began, and that the materials they were given helped them understand the Lesson Study more fully. b. About the value of teamwork with other team members, the workshops, and gaining a thorough comprehension of the lesson study, half said they fully agree and the other half said they agree. This result demonstrates that all teachers had a thorough understanding of the lesson study procedure and that teachers' participation in an environment of mutual respect, accommodation, and camaraderie was crucial to the lesson study's success.

References:

1. Altrichter, H., & Specht, W. (1998). Quality assurance and quality development in education. International approaches and parameters as applying to the Austrian school system.

2. Solomon J. (Ed.), *Trends in evaluation of education systems: School (self)evaluation and decentralization*. Athens: Pedagogical Institute.

3. Athanasoula-Reppa, A. (1999). Communication within the educational organization. In A. Athanasoula-Reppa, S-S. Anthopoulou, S. Katsoulakis, & G. Mavrogiorgos (Eds.), *Management of Educational Units: Human Resources Management* (Vol. 2, pp. 137-185). Patra: HOU.

4. Barkley, S., & Cohn, R. (1999*). Professional growth plans offer alternative to teacher checklists.* The School Administrator Web Edition. Retrieved from http://www.aasa.org

5. Britain, S. (2004). *A Review of Learning Design: Concept, Specifications and Tools. A Report for the JISC E-learning Pedagogy Programme.* Retrieved from http://www.jisc.ac.uk/media/documents/programmes/elearningpedagogy /learningdesigntoolsfinalreport.pdf

6. Carr, W., & Kemmis, S. (1997). *For a Critical Educational Theory: Education, Knowledge and Action Research* (Translation: A. Lambraki-Paganou, E. Blinga, and K. Rodiadou-Albani). Athens: Code.

7. Cerbin, B., & Kopp, B. (2006). Lesson study as a model for building pedagogical Knowledge and improving teaching. *International Journal of Teaching and Learning in Higher Education, 18*(3), 250-257.

8. Cerbin, B., & Kopp, B. (2011). *Lesson study project overview*. Retrieved from http://www.uwlax.edu/sotl/lsp/overview.htm

9. Chong, W., & Kong, C. (2012). Teacher collaborative learning and teacher self-efficacy: The case of Lesson Study. *The Journal of Experimental Education, 80*, 263-283. https://doi.org/10.1080/00220973.2011.596854