

# The role of the lesson study approach in the professional development of teachers of the school of general secondary education

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**Abstract:** This article presents the role and main features of the Lesson Study approach in improving the professional skills of school teachers. It also provides suggestions and recommendations on the advantages of this approach and the stages of its implementation.

**Keywords:** Lesson Study, teacher, students, observation, analysis, skill, collaboration, lesson, quality of education, cycle.

**Introduction:** The quality and effectiveness of Education largely depends on the knowledge and qualifications of teachers. No country's educational indicators can exceed the knowledge and qualifications of its teachers. Therefore, as the importance of continuous professional development of teachers increases, the teaching career also remains associated precisely with professional development.

There are a lot of traditional methods that ensure the professional development of teachers. In particular, common methods in Uzbekistan are the use of courses aimed at improving the skills of teachers, organizing seminars, familiarizing yourself with the activities of an experienced school or teacher, among others.

In the place of information, it can be said that the total number of teachers teaching in schools in Uzbekistan was reported in the cross section of the school years. The total number of teachers teaching in schools has increased to 78.3 thousand in the last 6 years. According to the statistical agency, at the beginning of the 2024/2025 academic year, the total number of teachers (without seats) teaching in general secondary schools in Uzbekistan was 564.9 thousand. This figure increased by 78.3 thousand compared to the beginning of the 2019/2020 academic year. The number of teachers (without seats) teaching in general secondary education organizations in the cross section of years:

- 486.6 thousand people per academic year

2019/2020;

- 508.2 thousand people per academic year 2020/2021;
- 510.0 thousand people per academic year 2021/2022;
- 521.6 thousand people per academic year 2022/2023;
- 547.7 thousand people per academic year 2023/2024;
- 564.9 thousand people per academic year 2024/2025.

In particular, as for the analysis of educational institutions, the number of public educational institutions operating at the beginning of the 2024/2025 academic year was 10,943. The increase in these indicators from year to year, that is, the increase in the number of educational institutions and teachers operating in them, makes it necessary for teachers to work even more and gain experience in themselves. To date, the introduction of foreign experiences into the educational system of Uzbekistan has created a number of changes in the work and professional development of teachers on their own. The introduction into practice of methods recognized and applied by developed countries of the world, in contrast to the old, traditional methods, is becoming one of the pressing issues of today. In particular, we

reflect on the Lesson Study approach, which is currently being used in a number of countries.

Today, Lesson Study is widely distributed around the world and is also used in other countries as an effective method for improving teacher skills. The Japanese education system and the continuing emphasis on teacher training led to the worldwide successful development of the Lesson Study approach. This method encourages teachers to work as groups, plan and analyze classes together, resulting in improved quality of Education.

Lesson Study is a teaching practice that originated in Japan and is a collaborative process between teachers to improve the quality of teaching and education. In the Lesson Study process, a team of teachers design, conduct, analyze and improve the lesson to make it more effective.

Lesson Study is a professional development approach where teachers plan, observe and analyze classes together to improve teaching and learning.

Lesson Study originated in Japan, derived from the Japanese word "Jugyou Kenkyuu" (授業研究 授業研).

The methodology was developed by teachers at Tokyo University (then-name - Tokyo Normal School) in 1872 during the educational reform of the Meiji period of Japan.

- 1872: officially introduced in Japan.
- 1990s: began to spread to the United States and other countries.
- 1999: widely promoted in Western countries by American scientist James Stigler.

Lesson Study has long been used in Japan as a school proficiency program. It is a bottom-up professional development approach in which participating teachers plan (research), teach and reflect on the course and improve it together. Such cycle improvement of the lesson will continue until the teachers are satisfied with its quality.

Researcher X.Ismailov reflected on Lesson study's teacher professionalism, saying "one of Lesson study's most significant differences from other professional development methods is that Lesson study's focus is on student learning rather than teacher assessment. Given that each process is prepared together, the Lesson Study is similar to an action study that leads to the search and study of teachers through collective planning, observation and reflection of the lesson. It is an important educational technology that does not have a mold, requires local approaches," he notes.

**We describe the main features of the Lesson study as follows:**

**1. Collaborative lesson development:** a group of teachers working in the same subject or at the same educational level create a collaborative lesson plan. This includes choosing a topic, setting educational goals, planning assignments, and identifying teaching methods.

**2. Lesson tracking:** one of the teachers leads a lesson with the students, while the rest of the teachers follow. During the course, observers note how students react to assignments, which teaching methods are most effective, and where difficulties arise.

**3. Analysis and discussion:** after Class, All Group teachers gather to discuss what worked and what did not. Teachers analyze the behavior of students, teaching methods, the results of the educational process. Both the strengths of the lesson and the areas that can be improved are discussed.

**4. Repetition and improvement of the lesson:** on the basis of discussion, teachers make changes to the structure and content of the lesson in order to eliminate shortcomings and improve the quality of Education. These improvements may be minor (e.g. changing the text of assignments) or more complex (e.g. changing the methods of presenting the material).

**5. Cyclicity:** this process is repeated several times, with classes being more efficient in each cycle, and teachers teaching each other new methods and approaches.

We explain the advantage aspects of the Lesson Study approach in improving teacher professionalism as follows:

**1. Teacher training:** Lesson Study helps to exchange experiences between teachers, to improve their pedagogical skills, to find new methods and approaches to teaching.

**2. Working together:** this allows teachers to work as a team, which helps in team learning and support. The design and analysis of a joint lesson will help teachers understand how different approaches affect the learning process.

**3. Improving the quality of classes:** the process of carrying out the analysis and improvement of classes makes classes more interesting and effective. Teachers receive feedback to help improve the quality of Education.

**4. Student focus:** Lesson Study is designed to understand how students perceive and learn material. Monitoring student reactions helps teachers correct their methods and make classes more effective.

**5. Culture of openness and collaboration:** unlike the traditional approach in which teachers work alone, Lesson Study creates an atmosphere of collaboration

and openness. Teachers are not afraid to share their mistakes and shortcomings and work together to correct them.

The course learning process is carried out at the following stages:

**1. Group formation:** a group of teachers is formed who are interested in improving the quality of lessons and teaching. Ideally, this group should consist of 3-5 teachers.

**2. Topic selection:** teachers choose a topic of the lesson that interests all participants and is suitable for the curriculum.

**3. Lesson planning in collaboration:** together, teachers discuss the goals, methods, materials and tasks they use to develop a lesson plan.

**4. Conducting a lesson:** one of the teachers manages the lesson, and the rest observes. Observers record how students interact with the material and how the teacher manages the class.

**5. Discussion and analysis:** after class, teachers gather and discuss what went well and what needs to be changed. They share their observations, analyze the behavior of students and find ways to improve.

**6. Changing the lesson:** on the basis of analysis, teachers make changes to the lesson plan. This can be improving assignments, changing the structure of the lesson, or introducing new methods of teaching.

**7. Cycle repetition:** this process is repeated several times, and the quality of each new lesson conducted improves, which contributes to the professional growth of teachers and the improvement of the educational process in general.

Lesson Study is a powerful tool for improving the quality of Education. It helps to improve teachers' skills, increases the effectiveness of classes, and helps to form a culture of cooperation and exchange of experience between teachers. This approach is especially applicable to improving teaching practices, as it allows teachers not only to design and improve their own lessons, but also to understand more deeply how different methods and methods affect students.

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