

G.S. Akhmetova¹, D.S. Ryspayeva², A.B. Mussina³

¹*L.N. Gumilyov Eurasian National University, Astana, Kazakhstan;*

²*Sh.Ualikhanov Kokshetau university, Kokshetau, Kazakhstan;*

³*Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan*

(*Corresponding author's e-mail: gulnarakzkk@gmail.com)

¹ORCID ID: 0000-0003-4608-1996,

²ORCID ID: 0000-0001-7620-2301,

³ORCID ID: 0000-0001-8513-7417

Lesson Study in enhancing foreign language teacher practice

This article aims to explore the benefits, challenges, and impact of Lesson Study (LS) implementation in enhancing foreign language teaching practices. Emphasizing the impact of learning lessons, it aims to promote collaboration and continuous improvement in the field of foreign language teaching, thereby improving the learning experience of students. Learning lessons as a tool for improving teaching methods is of great importance. The Lesson Study method has demonstrated its effectiveness in enhancing teachers' instructional skills in various contexts. The practical significance of this research lies on the fact that data analysis and research results may give clear understanding of pros and cons of implementing LS for EFL teachers, which will aid in enhancing teaching practices and fostering collaboration. The novelty of this study lies in its specific focus on Lesson Study within the context of EFL teaching in Kazakhstan. This research has applied quantitative research methods such as surveys and questionnaires. Fifty-two English as a Foreign Language (EFL) teachers from eight schools from Astana participated in this research. The participants possessed diverse teaching experiences, backgrounds and skills, as well as a familiarity with the Lesson Study approach. This survey provides diverse perspectives from teachers actively involved in using Lesson Study.

Keywords: Lesson Study, EFL, teacher training, teacher practice, excellence, survey, respondents, development, enhancement, collaboration, lesson planning.

Introduction

In the evolving field of education, striving for excellence in teaching methods is a priority. In Kazakhstan's education system, enhancing language-teaching techniques is essential. One promising approach in this endeavor is Lesson Study, which aims to enhance the skills and effectiveness of EFL teachers. Lesson Study, which originated in the education system, is broadly recognized worldwide for its focus on teamwork in teacher training. It offers a framework where teachers collaboratively plan, observe, and refine lessons to improve student learning outcomes. In Kazakhstan language teaching is crucial for developing global skills and fostering intercultural communication. Numerous research studies have highlighted its positive aspects including aiding teachers in implementing curricula effectively, improving teaching and assessment methods in English education, and enhancing students' English language proficiency. Additionally, Lesson Study has been linked to improvements in teachers' lesson planning abilities and the identification of weaknesses in their instructional approaches. The impact of Lesson Study also extends to aspects of teaching such as classroom management improvements, collaborative work, reflective teaching practices, and the development of competencies [1].

For over a century, Lesson Study has been integral to shaping the professional development of educators in Japan. According to A. Takahashi the enduring popularity and widespread adoption of Lesson Study in Japan can be attributed to several factors. In particular, Lesson Study offers teachers an opportunity to incorporate educational theories directly into their teaching practices. It encourages a shift in how teaching and learning are perceived, fostering a profound understanding that transcends individual viewpoints. Furthermore, Lesson Study promotes learning by providing teachers with a platform to benefit from each other's perspectives, fostering a collaborative and supportive professional environment [2].

Methodological work in educational organizations is closely related to the professional development of the teacher. In this regard, organizations engaged in advanced training will continue to provide post-course support and methodological support to organizations of preschool and secondary education. Post-course support is built on the basis of "Lesson study", "Action research", which makes it possible to strengthen the professional interaction of teachers and focus on the growth of academic achievements of students with different levels of academic performance. In the concept of developing preschool, secondary, technical and vocational education in the Republic of Kazakhstan for 2023–2029 it is noted that methodological work and quality education for students at all levels is associated with the quality of teachers' activities and becomes permanent and continuous [3].

In his address "economic orientation of a just Kazakhstan" for 2023 the President K.K. Tokayev noted that getting a quality secondary education is a resolute right of every child. The key word here is "quality". Therefore, it is necessary to improve the quality of education and improve the skills of teachers [4]. This article aims to explore the benefits and challenges of Lesson Study and its effect on teaching practices of English as a Foreign Language (EFL) in Kazakhstan. Through the survey this research seeks to illuminate the impact of Lesson Study on teaching development and effectiveness in Kazakhstan's education sector. The practical significance of this research lies on the fact that data analysis and research results may give clear understanding of pros and cons of implementing LS for EFL teachers, which will aid in enhancing teaching practices and fostering collaboration. The novelty of this study lies on its specific focus on Lesson Study within the context of EFL teaching in Kazakhstan.

Lesson Study, known as "jyugyo kenkyu" in Japan, has been a method of professional growth for over 150 years [5]. The United States adopted this approach in the 1990s, and it has since gained popularity in over 50 countries. Kazakhstan introduced Lesson Study in 2012 as part of a comprehensive reform focused on updating curricula and supporting continuous teacher development. In 2016, Kazakhstan became a member of the World Association of Lesson Studies and began developing a Lesson Study program. This program aimed to promote the use of Lesson Study for teacher development, with plans for implementation in 2019 [6]. The term "Lesson Study" was first introduced by Makoto Yoshida in his 1999 thesis, "Lesson Study: A Case Study of a Method for Enhancing Teaching through School-Centered Teacher Growth" [2]. Another interpretation of this term is "Action Research". Yoshida describes Lesson Study as a collaborative effort where groups of teachers work together to design and implement a lesson in a classroom setting [7]. After teaching the lesson, the educators observe and discuss it. In a three-year study of the education system, Lewis found that Japanese teachers successfully transitioned from a "teaching as telling" approach to a "teaching for understanding" model through study and collaborative exchange within Lesson Study sessions [8].

Lesson Study is a professional development approach that involves groups of at least three educators, facilitating the exchange of ideas and knowledge among participants. While most group members are typically from the same school, teachers from other schools can also be included to promote a shared focus on enhancing teaching practices. Occasionally, experts in teaching methods or curriculum areas who have received specialized training may be invited to guide the group. However, it is crucial to highlight that every group member has the opportunity to actively participate in the Lesson Study process. Throughout the Lesson Study process, teachers can develop and refine teaching methods and then share their findings with colleagues during Lesson Study sessions or by publishing documents that detail their collaborative efforts [9]. In Lesson Study, teachers collaborate to design and implement a lesson with the goal of identifying ways to enhance student learning. This cooperative process involves observing students over time and monitoring their progress throughout the lesson, as described by Takahashi and Yoshida in 2004. Within the Lesson Study framework, individuals serving as observers also function as researchers, gathering data on student learning and documenting key moments during teaching and learning. The subsequent discussion following the lesson serves as a focal point for the Lesson Study team to shape their reflections and analyses [2].

Methods and materials

This research has applied quantitative research method. Fifty-two English as a Foreign Language (EFL) teachers from eight schools in Astana participated in this research. All participants had various teaching experience and skills along, with an understanding of the Lesson Study approach. It should be noted that only teaching staff took part in the survey, and no principals, vice-principals and administrators participated in this research. The main goal of this survey was to understand EFL teachers' challenges, benefits and willingness of using Lesson study and its effect on teachers' teaching practice and excellence. This survey provides diverse perspectives from teachers actively involved in using Lesson Study. Before starting the survey, the participants were informed about the research aim and voluntarily signed a consent form. The researcher informed the participants that all information will be confidential and anonymous and perspectives related to the research topic. All the respondents have participated in Lesson study and are members of Lesson Study groups at schools which facilitate professional development of teachers via Lesson study approach. All the participants of this research follow Lesson Study cycle and steps described in Figure 1 and 2.

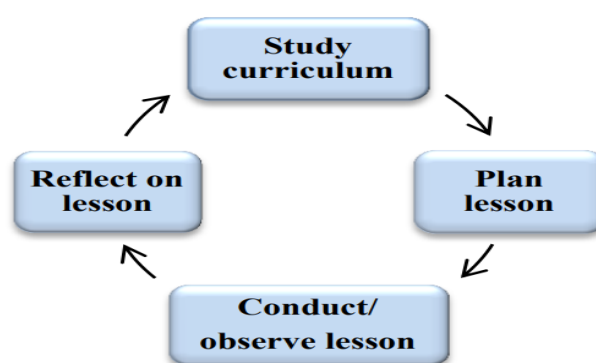


Figure 1. Lesson Study cycle (adapted from Lewis et. al., 2009) [9].

Educators and researchers from other countries can gain insights from the Japanese context where Lesson Study practices have flourished. Implementing these practices abroad often encounters challenges when supportive conditions are not adequately established [5].

According to Doig and Groves, Lesson Study enables teachers to foster communities dedicated to enhancing teaching practices. This includes taking responsibility for their professional growth, engaging in inquiry, setting goals, and feeling accountable to colleagues and students [10]. As teachers advance through this process, they begin by integrating collaborative lesson planning into their practices and eventually recognize the significance of elements such as developing a lesson rationale and documenting their learning process. Lesson Study empowers educators to improve their teaching and deepen their expertise [11].

At the time, Cerbin and Kopp outline six phases, within the Lesson Study process closely mirroring Santyayas framework [12]. The steps outlined by Cerbin and Kopp are as follows:

1. Form a team

Bring together a group of three to six teachers who are interested in improving their students learning.

2. Develop learning goals

Define the goals, for teaching and observation where the team collectively decides on topics to concentrate on.

3. Design the lesson

Team members share teaching methods. Explore classroom activities to collaboratively create a lesson plan.

4. Plan the study

Outline the instructions, for observation, detailing how to approach the lesson identify aspects to observe and determine the focus areas.

5. Teach and observe

Designate one team member to lead the lesson while others observe and collect feedback throughout the teaching and learning process.

6. Analyze and revise

After teaching gather for a meeting where all team members can discuss and evaluate the lesson together looking for areas that can be enhanced.

7. Document and disseminate

Document the activities conducted during the Lesson Study to promote knowledge sharing among teachers in the field. This documentation helps in spreading insights and best practices.



Figure 2. Steps of Lesson Study (adapted from Cerbin and Kopp, 2011) [12].

According to Dera Widyawiyarti Aji Putri incorporating the Plan Do Check Act (PDCA) framework in the process of organizing Lesson Study can be outlined as follows [13]:

1. Planning phase (Plan):

During this stage participants, in Lesson Study work together to create lesson plans that prioritize student centered learning. The planning begins with an assessment of learning needs and challenges taking into account factors such as core competencies, teaching methodologies and potential limitations, in resources. Collaborative solutions are devised for identified issues. The outcomes of the need's assessment guide the development of a Lesson Implementation Plan, which anticipates scenarios throughout the teaching journey.

2. Stages of implementation (Do):

During this phase, two main tasks are undertaken: (1) the designated teacher executes the lesson plan, and (2) other participants or external observers conduct observation activities. When implementing the plan, it is essential to adhere to the jointly prepared Lesson Implementation Plan, fostering a conducive learning environment for students, and ensuring that observers do not disrupt the learning process. Observers meticulously document interactions and behaviors using appropriate tools, such as video or digital recordings, for subsequent analysis, minimizing disruption to the learning environment.

3. Reflection stage (Check):

The third stage is crucial, as it involves reflection activities conducted through discussions with all Lesson Study participants. The discussion starts with the teacher who implemented the lesson sharing their impressions, including general observations and specific reflections on the learning process.

4. Follow up steps (Act):

After reflecting on the outcomes, new insights and important decisions emerge to enhance the learning process for both teachers and administrators. Through reflection, teachers gain new insights or make key decisions aimed at improving and enhancing the learning process for both individuals and educational management. On an individual level, the valuable insights and contributions shared during the reflection stage serve as essential resources for teachers, whether they are instructors or observers, helping them refine and enhance the learning experience.

Results and Discussion

The initial questions of the survey were related to teachers' work experiences and grades they teach. Figure 3 shows that the work experience of the majority of the respondents ranges from 1–5 years (21 %), 6–10 years (27 %) and 11–15 years (25 %). The minor groups of the respondents whose work experience at school is more than 16 years.

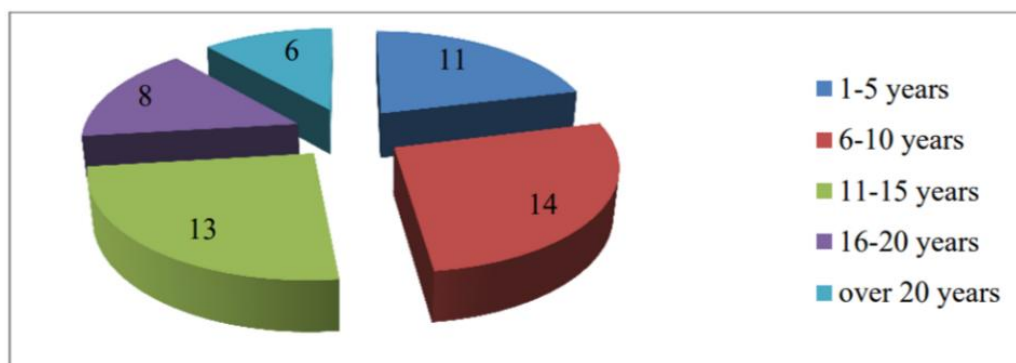


Figure 3. Work experiences of EFL teachers

Figure 4 illustrates the levels at which in-service EFL teachers provide instruction. According to the data collected from the EFL teachers who participated in this research majority of teachers educate Middle School students (44 %) from the 5th to 8th grades, a smaller number of EFL teachers responded that they teach High School students (38 %) that is 9–11th grades, and minor group of EFL teachers answered that they work with Elementary school students (18 %).

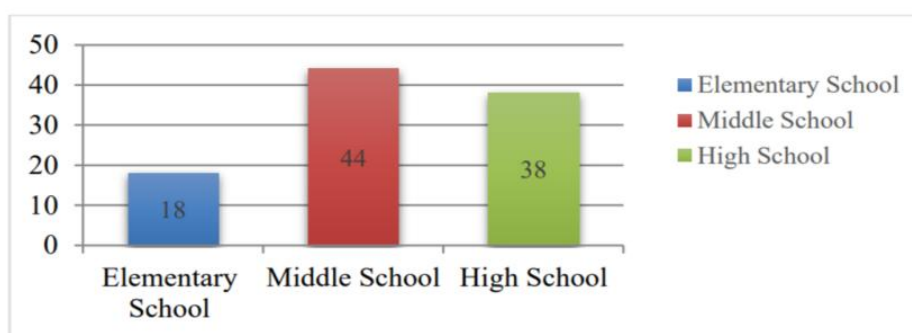


Figure 4. Levels EFL teachers teach

One of the survey questions that participants have answered in this research was “Has Lesson Study contributed to your professional growth and sense of professional community?” The majority (83 %) of EFL teachers have responded that Lesson Study had a positive effect on their professional growth and a sense of professional community, whereas 17 % of participants responded that Lesson Study had no contribution on their professional growth and sense of professional community (Table).

Table

Lesson Study's contribution to professional growth and sense of professional community

Answers	No	Contributed
Number respondents	9	43

Based on the study results, it is recommended to form Lesson Study groups that emphasize subject connections, such as pairing language teachers with one another and aligning science teachers who teach algebra with those who instruct physics. This approach helps identify similarities between the subjects being observed, making it easier to explore the complexities of the topics and fostering growth. Additionally, forming Lesson Study groups with educators handling related subjects promotes collaboration in lesson planning by sharing beliefs and teaching methods. This coordination facilitates the application of strategies and techniques within the Lesson Study framework, ultimately enhancing the effectiveness of teaching practices and improving student learning outcomes.

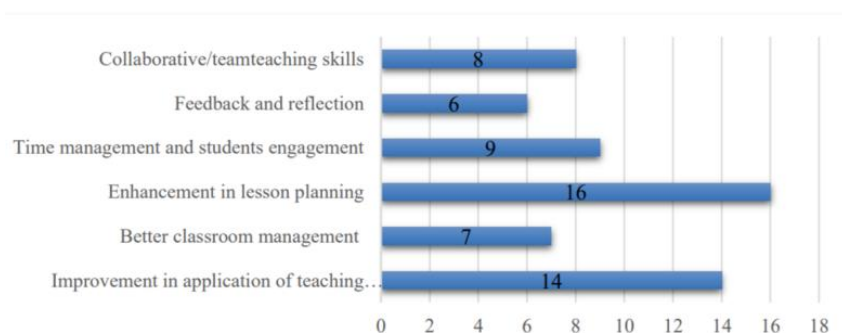


Figure 5. Benefits of participating in Lesson Study

Figure 5 demonstrates benefits and improvements of EFL teachers who participated in Lesson Study sessions. According to the data analysis the biggest number of EFL teachers (31 %) indicated that LS has helped them to improve their lesson planning skills. Another large group of respondents (27 %) admitted that Lesson Study aided to learn more about teaching methods and approaches in pedagogy and use them adequately. 17 % of EFL teachers Lesson study had a positive effect on the improvement of their time management skills, as well as student's involvement at the lesson. 15 % of respondents have highlighted the importance of Lesson study in improving teachers' collaborative learning and team-teaching skills. The minor number of respondents has indicated that Lesson Study had assisted in providing feedback and reflection and managing classroom.

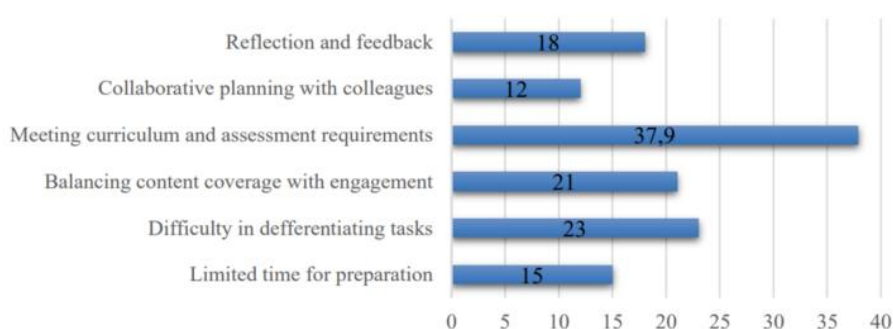


Figure 6. Challenges EFL teachers face related to Lesson Study

Figure 6 demonstrates the types of challenges EFL teachers face related to Lesson Study. According to the data analysis the biggest number of EFL teachers (38 %) indicated that meeting curriculum and assessment requirements is the most challenging aspect for them while conducting lessons. Providing student's differentiated instruction and tasks, as well as balancing content coverage with engagement are also difficult to accommodate. The next challenging aspect for EFL teachers is providing feedback and reflection on their lessons (18 %). 15 % of respondents have highlighted that they lack time for proper preparation for Lesson Study. The minor number of respondents answered that they faced problems while doing collaborative planning with colleagues. One common challenge EFL teachers face in Lesson Study is the lack of time. According to data analysis many educators find it difficult to allocate time for participating in Lesson Study groups, particularly for observing their colleagues' lessons and providing feedback. To ensure that every teacher has the opportunity to participate in the observation process, it is recommended to implement a rotating schedule system. This system involves a scheduling setup where different teachers take turns participating in observations over a period. Unlike a fixed arrangement, where specific teachers are always responsible for observation tasks, this approach ensures that responsibilities are shared among all educators involved. By distributing the task among teachers, each educator has the chance to engage in the observation process, promoting an inclusive approach to assigning work. This method fosters fairness and inclusiveness, reducing the likelihood of bias or exclusion and ensuring that all team members are actively involved. This structured approach helps spread out observation duties among teachers, creating a supportive learning environment. Furthermore, using collaborative tools offers a creative solution to the physical limitations of in-person meetings.

Platforms like Zoom, Microsoft Teams, Google Meet, and similar options enable educators to come together and participate in Lesson Study sessions remotely, enhancing flexibility and accessibility. Encouraging members to meet established deadlines and goals promotes a sense of shared accountability and commitment to the collective work. Furthermore, student-centered interventions involving innovative methods and leveraging technology are essential for enriching learning experiences and encouraging student engagement.

Figure 7 illustrates teachers' preference for having Lesson Study as professional development. According to the data analysis the majority (61 %) of respondents are willing to have Lesson Study once in a term, smaller number of teachers wish to have Lesson Study sessions monthly. By contrast 11 % of participants think that it is enough to have professional development as Lesson Study once in a year. It should be noted that all the respondents support the idea of having Lesson Study for EFL teachers' professional development.

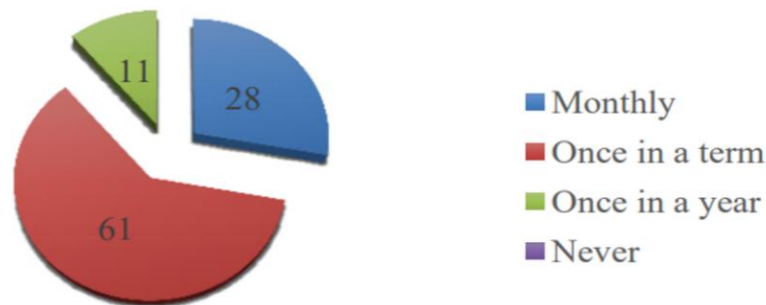


Figure 7. Teachers' preference for frequency of having Lesson Study as professional development

According to Lewis [8], the implementation of Lesson Study influences learning and teaching practices across educational levels. These impacts encompass, among others: (1) offering personalized professional growth opportunities; (2) enhancing the ability to observe and comprehend nuances in students' learning processes; (3) introducing innovative content and creative teaching methods; (4) aligning individual teaching approaches with school and broader educational objectives; (5) stimulating meaningful discussions among educators by exploring diverse teaching perspectives; and (6) fostering a culture of continuous improvement and advancement within the educational setting.

A study by O. Khokhotva and Iciar Elexpuru Albizuri explored the perspectives of three EFL teachers after their year-long involvement in the Lesson Study project in Kazakhstan [14]. The findings indicate that participating in the Lesson Study community and assuming leadership roles to implement changes in teaching methods resulted in positive outcomes. These outcomes are evident in how teachers reassess their teaching approaches, their attitudes towards students, their interactions with colleagues, and their professional identities. The research suggests that when Lesson Study is well-structured, it can significantly alter teachers' educational perspectives. These changes include a shift from traditional teaching beliefs to interactive, hands-on methods, a transition from fixed professional viewpoints to those of a reflective practitioner, and a greater appreciation for student input and collaborative efforts.

G.T. Yersultanova, A.Zh. Zhaparova, and K.K. Kenzhekanova conducted a relative study to investigate two key questions: how educators address student needs during the implementation of Higher Order Thinking Skills (HOTS) activities, and the impact of Lesson Study outcomes on enhancing students' Higher Order Thinking Skills [15]. The findings suggest that the Lesson Study method positively affects students. Engaging in tasks that require higher-order thinking helps students become more self-aware of their learning processes. This encourages them to reflect on and evaluate how they approach tasks and the skills necessary to complete them effectively. A. Azhar et al. concludes that Lesson Study aids teachers in enhancing their practice through collaborative planning, observation, and mid-term lesson adjustments, fostering a unified perspective on learning. This approach allows teachers to focus on individual students' challenges and opportunities rather than just a general class overview. Additionally, the Lesson Study experience contributes to the development of a professional teaching community [16].

According to Yu.G. Melnikova, M.V. Ozerova Lesson Study is recognized as an effective and relatively affordable method for fostering a professional community and facilitating teacher collaboration within a school [17]. This approach fosters the exchange of knowledge, innovative strategies, and teaching practices.

Notably, the way teachers interact during Lesson Study observations differs from the common practice in Kazakhstan and Russia, where teachers attend each other's open lessons. The collaborative dynamics in Lesson Study set it apart from other methods aimed at enhancing teaching quality. Unlike the autonomous focus of Action Research or the limited interaction in mentoring and coaching, Lesson Study emphasizes collective engagement among multiple teachers. The introduction of LS in Kazakhstan can be considered part of the country's educational policy, as evidenced not only by the massive training of teachers in the country, but also by Kazakhstan's unprecedented efforts to ensure support for the implementation of this approach at the systemic level.

Lesson Study is a cyclical process involving a group of teachers who collaboratively plan, teach, observe, and analyze at least three lessons. The focus group identifies a teaching-related issue and develops strategies to address it during the lesson. According to P. Dudley, Lesson Study benefits both seasoned and new teachers by fostering a "shared understanding" of learning through their collaborative efforts in planning, observation, and analysis. During joint planning sessions, teachers select the most effective methods and technologies to enhance teaching practices [18].

Differentiating Lesson Study from traditional lesson observation I.I. Aidarkhanova and B.D. Nygmetova state that traditional classroom observations focus on the teacher, concentrating on their actions during the lesson. In contrast, during Lesson Study, the observation focuses on the students' learning process and their reactions to the changes implemented in the lesson. It is important to remember that the lesson being observed was collaboratively developed by colleagues, not just one teacher. All members of the focus group should understand that a well-designed lesson plan should be executable by another teacher, with adjustments if needed. For effective observation, each group member should have a copy of the lesson plan, the handouts used, and the observation guidelines [19].

According to A.B. Abukhanova et al. the teachers who conducted the experiment enriched their methodological arsenal, replenishing it with the techniques of Lesson Study technology, as well as new strategies for critical thinking, understood the purpose, meaning and role of high and low-order questions for the development of students' critical thinking in the classroom. The experiment team came to the conclusion that the exchange of experience between colleagues has reached a qualitative level, and the teaching practice itself has improved [20]. M. Dauletbay, B. Mazhitov highlight that Lesson Study is a teacher's workshop, the purpose of which is to give the student a conscious education. Thus, each lesson designed in accordance with the updated educational content is result-oriented and focused, providing students with a wide range of competencies often referred to as "21st-century skills" [21].

Conclusion

Data analysis from a survey with EFL teachers in Astana has highlighted the impact of Lesson Study as a collaborative and continuous process. Teachers emphasized the dedication required for progress and growth, the importance of teamwork and joint planning. While most respondents viewed Lesson Study positively, they also acknowledged challenges such as managing the breadth of content and ensuring student involvement. This research paper has identified that Lesson study mostly helps EFL teachers to improve their lesson planning skills, time management skills, collaborative learning and team-teaching skills deepening their knowledge in teaching methods and approaches in pedagogy that will certainly raise students' involvement at the lesson and that will lead to constructive providing feedback and reflection. The study results have shown that while implementing Lesson study EFL teachers primarily struggle meeting curriculum and assessment requirements while conducting lessons, providing student's differentiated instruction and tasks, balancing content coverage with engagement, providing feedback and reflection and lack of time for proper preparation for Lesson Study. Nevertheless, the survey demonstrated Lesson Study's potential to positively transform classroom environments, highlighting the significance of development efforts in fostering teamwork and enhancing teaching skills. In conclusion, by comprehensively addressing these challenges and implementing solutions, educators can unlock the potential of Lesson Study as a powerful tool for improving foreign language teaching methods and fostering a culture of continuous improvement in Kazakhstan's educational system. By participating in Lesson Study groups, teachers learn from one another, refine their teaching methods, and enhance students' learning experiences. Additionally, observing lessons taught by colleagues within the Lesson Study framework offers opportunities to gain new perspectives and adopt effective methods and approaches. Seeking input and advice from peers who observe your lessons within the Lesson Study context fosters a culture of collaboration and continuous improvement.

References

- 1 Suryati N. et al. A university-school partnership in Lesson Study Implementation: Effects on Students' Grammatical and Speaking Skills and Stakeholders' Perceptions / N. Suryati et al. // *KnE Social Sciences*. — 2022. — P. 290–307.
- 2 Takahashi A. Ideas for establishing lesson-study communities / A. Takahashi, M. Yoshida // *Teaching children mathematics*. — 2004. — Vol. 10. — No. 9. — P. 436–443.
- 3 The concept of development of preschool, secondary, technical and vocational education in the Republic of Kazakhstan for 2023–2029. — [Electronic resource]. — Access mode: <https://adilet.zan.kz/kaz/docs/P2300000249>
- 4 Address of K.K. Tokayev “Economic orientation of a just Kazakhstan” for 2023. — [Electronic resource]. — Access mode: <https://www.akorda.kz/kz/memleket-basshysy-kasym-zhomart-tokaevty-n-adiletti-kazakstannyn-ekonomikalyk-bagdary-atty-kazakhstan-halkyna-zholdauy-18333>
- 5 Kusanagi K.N. Historical Development of Lesson Study in Japan / K.N. Kusanagi // *Lesson Study as Pedagogic Transfer: A Sociological Analysis*. — Singapore: Springer Nature Singapore, 2022. — P. 19–34.
- 6 Khokhotva O. Lesson Study in Kazakhstan: case study of benefits and barriers for teachers / O. Khokhotva // *International Journal for Lesson and Learning Studies*. — 2018. — Vol. 7. — No. 4. — P. 250–262.
- 7 Fernandez C. Lesson study: A Japanese approach to improving mathematics teaching and learning / C. Fernandez, M. Yoshida. — Routledge, 2012.
- 8 Lewis C. Lesson Study: The Core of Japanese Professional Development / C. Lewis. // at AERA meeting. — 2000.
- 9 “Lesson study” as a way to improve the practice of learning. Methodical manual. — Astana: NAO named after I. Altynsarin, 2014. — 48 p.
- 10 Doig B. Japanese lesson study: Teacher professional development through communities of inquiry / B. Doig, S. Groves // *Mathematics teacher education and development*. — 2011. — Vol. 13. — No. 1. — P. 77–93.
- 11 Farvardin M.T. Effect of lesson study on EFL learners' grammatical knowledge and teachers' perception / M.T. Farvardin, Behbahani L. Abbasi, Askari F. Ebrahimi // *Journal of new advances in English Language Teaching and Applied Linguistics*. — 2022. — Vol. 4. — No. 1. — P. 799–815.
- 12 Cerbin W. Lesson study as a model for building pedagogical knowledge and improving teaching / W. Cerbin, B. Kopp // *International journal of teaching and learning in higher education*. — 2006. — Vol. 18. — No. 3. — P. 250–257.
- 13 Putri D.W.A. Implementation of Lesson Study Based on PDCA Concept in Improving Professionalism Teacher / D.W.A. Putri, N. Hartini // 3rd International Conference on Research of Educational Administration and Management (ICREAM 2019). — Atlantis Press, 2020. — C. 61–63. <https://doi.org/10.2991/assehr.k.200130.140>
- 14 Khokhotva O. Student voice in Lesson Study as a space for EFL teachers' learning: a case study in Kazakhstan / O. Khokhotva, Albizuri I. Elexpuru // *International Journal for Lesson and Learning Studies*. — 2020. — Vol. 9. — No. 2. — P. 153–166.
- 15 Yersultanova G.T. Improving secondary school students' higher order thinking skills through lesson study results / G.T. Yersultanova, A.J. Zhaparova, K.K. Kenzhekanova // *Bulletin of Kazakh Ablai Khan University of International Relations and World Languages. Series “Philological Sciences”*. — 2023. — Vol. 70. — No. 3.
- 16 Azhar A. Implementation of the lesson study approach to develop teacher professionalism / A. Azhar, G. Nurgaliyeva, A. Nurlan, O. Kairat, O. Berikzhan, A. Mariyash // *Cypriot Journal of Educational Science*. — 2022. — Vol. 17. — No. 2. — P. 652–663. <https://doi.org/10.18844/cjes.v17i2.6862>.
- 17 Мельникова Ю.Г. Результаты внедрения lesson study в образовательных организациях Казахстана / Ю.Г. Мельникова, М.В. Озерова // *Ярославский педагогический вестник*. — 2024. — № 2(137). — Режим доступа: <https://cyberleninka.ru/article/n/rezultaty-vnedreniya-lesson-study-v-obrazovatelnyh-organizatsiyah-kazahstana>
- 18 Дадли П. Lesson Study: теория и практика применения / П. Дадли. — Астана: Apt Print XXI, 2013. — 46 с.
- 19 Айдарханова И.И. Планирование наблюдения в процессе реализации Lesson Study / И.И. Айдарханова, Б.Д. Ныгметова // *Вестник Алтайского государственного педагогического университета*. — 2018. — № 37. — С. 27–30.
- 20 Абуханова А.Б. Роль инновационной технологии Lesson Study в развитии профессионализма педагога и критического мышления обучающихся / А.Б. Абуханова, Р.А. Мухитдинова, А.Т. Айдарханов // *Гуманитарные науки и образование*. — 2021. — Т. 12. — № 2. — С. 7–11.
- 21 Даулетбай М. Lesson Study как инструмент для совершенствования практики урока / М. Даулетбай, Б. Мажитов // *Scientific Collection “InterConf”*. — 2023. — № 157. — С. 126–129.

Г.С. Ахметова, Д.С. Рыспаева, А.Б. Мусина

Шет тілі мұғалімінің тәжірибесін жақсарту үшін сабақты зерттеуді қолдану

Мақаланың мақсаты *Lesson study*-дің артықшылықтарын, мәселелерін және әсерін, яғни сабақты шет тілдерін оқыту тәжірибесін жетілдіруді зерделеу. Яғни сабақты зерттеудің әсерін баса көрсете оты-

рып, шет тілдерін оқыту саласындағы ынтымақтастық пен үздіксіз жетілдіруге ықпал етуге, сол арқылы оқушылардың оқу тәжірибесін жақсартуға бағытталған. Оқыту әдістерін жетілдіру құралы ретінде сабақты зерттеу үлкен маңызға ие. Сабақты зерттеу әдісі әртүрлі контексте мұғалімдердің педагогикалық дағдыларын арттыруда өзінің тиімділігін көрсетті. Зерттеудің практикалық маңыздылығы мынада: деректерді талдау және зерттеу нәтижелері ағылшын тілі мұғалімдері үшін *Lesson study* енгізудің артықшылықтары мен қиындықтары туралы нақты түсінік бере алады, бұл оқыту тәжірибесін жақсартуға және ынтымақтастықты дамытуға көмектеседі. Сонымен қатар зерттеудің жаңалығы оның Қазақстанда ағылшын тілін оқыту контексіндегі сабақтарды зерттеуге бағытталғандығында. Бұл зерттеуде сандық зерттеу әдістері қолданылды. Зерттеуге Астана қаласының сегіз мектебінен 52 ағылшын тілі мұғалімі қатысты, онда сабақты зерттеу белсенді түрде енгізіліп, қолданылуда. Қатысушылардың әртүрлі педагогикалық тәжірибесі, білімі және дағдылары бар, сондай-ақ сабақты зерттеу тәсілімен таныс болды. Бұл сауалнама сабақты зерттеу тәсілін қолдануға белсенді қатысатын мұғалімдердің әртүрлі пікірлерін ұсынады.

Кілт сөздер: сабақты зерттеу, шет тілі, мұғалімдерді даярлау, педагогикалық практика, біліктілікті арттыру, сауалнама, респонденттер, даму, жетілдіру, ынтымақтастық, сабақты жоспарлау.

Г.С. Ахметова, Д.С. Рыспаева, А.Б. Мусина

Исследование урока для улучшения практики учителя иностранного языка

Целью данной статьи является рассмотрение преимуществ, проблем и влияния Lesson Study, то есть исследования урока на совершенствование практики преподавания иностранных языков. Влияние исследования урока, заключается в содействии сотрудничеству и постоянному совершенствованию в области преподавания иностранных языков, тем самым улучшая процесс обучения учащихся. Исследование урока как инструмент совершенствования методов обучения имеет большое значение. Метод исследования урока продемонстрировал свою эффективность в повышении педагогических навыков учителей в различных условиях. Практическая значимость данного исследования заключается в том, что анализ данных и результаты исследований дают четкое представление о преимуществах и проблемах внедрения Lesson Study для преподавателей английского языка, что помогает улучшить практику преподавания и способствует сотрудничеству. Новизна исследования заключается в том, что оно сосредоточено на изучении уроков в контексте преподавания английского языка в Казахстане. В данном исследовании использовались количественные методы анализа. В исследовании приняли участие пятьдесят два учителя английского языка из восьми школ Астаны, где активно внедряется исследование урока. Участники имели разный педагогический опыт, знания и навыки, а также были знакомы с методом исследования урока. В этом опросе представлены различные точки зрения учителей, активно использующих метод исследования урока.

Ключевые слова: исследование урока, иностранный язык, подготовка учителей, педагогическая практика, повышение квалификации, опрос, респонденты, развитие, усовершенствование, сотрудничество, планирование урока.

References

- 1 Suryati, N. et al. (2022). A university-school partnership in Lesson Study Implementation: Effects on Students' Grammatical and Speaking Skills and Stakeholders' Perception. *KnE Social Sciences*, 290–307.
- 2 Takahashi, A., & Yoshida, M. (2004). Ideas for establishing lesson-study communities. *Teaching children mathematics*, 10(9), 436–443.
- 3 The concept of development of preschool, secondary, technical and vocational education in the Republic of Kazakhstan for 2023–2029. *adilet.zan.kz*. Retrieved from <https://adilet.zan.kz/kaz/docs/P2300000249>.
- 4 Address of K.K. Tokayev “economic orientation of a just Kazakhstan” for 2023. *akorda.kz*. Retrieved from <https://www.akorda.kz/kz/memleket-basshysy-kasym-zhomart-tokayev-tyn-adiletti-kazakstannyn-ekonomikalyk-bagdary-atty-kazakhstan-halkyna-zholdauy-18333>.
- 5 Kusanagi, K.N. (2022). Historical Development of Lesson Study in Japan. Lesson Study as Pedagogic Transfer: A Sociological Analysis. *Singapore: Springer Nature Singapore*, 19–34.
- 6 Khokhotva, O. (2018). Lesson Study in Kazakhstan: case study of benefits and barriers for teachers. *International Journal for Lesson and Learning Studies*, 7(4), 250–262.
- 7 Fernandez, C., & Yoshida, M. (2012). *Lesson study: A Japanese approach to improving mathematics teaching and learning*. Routledge.
- 8 Lewis, C. (2000). Lesson Study: The Core of Japanese Professional Development. *at AERA meeting*.
- 9 (2014). “Lesson study” as a way to improve the practice of learning. *Methodical manual*. Astana: National Autonomous Organization named after I. Altynsarın.

- 10 Doig, B., & Groves, S. (2011). Japanese lesson study: Teacher professional development through communities of inquiry. *Mathematics teacher education and development*, 13(1), 77–93.
- 11 Farvardin, M. T., Abbasi Behbahani, L., & Ebrahimi Askari, F. (2022). Effect of lesson study on EFL learners' grammatical knowledge and teachers' perception. *Journal of new advances in English Language Teaching and Applied Linguistics*, 4(1), 799–815.
- 12 Cerbin, W., & 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.
- 13 Putri, D.W.A., & Hartini, N. (2020). Implementation of Lesson Study Based on PDCA Concept in Improving Professionalism Teacher. *3rd International Conference on Research of Educational Administration and Management (ICREAM 2019)* (pp. 61–63). Atlantis Press. <https://doi.org/10.2991/assehr.k.200130.140>
- 14 Khokhotva, O. & Elekpuru Albizuri, I. (2020). Student voice in Lesson Study as a space for EFL teachers' learning: a case study in Kazakhstan. *International Journal for Lesson and Learning Studies*, 9(2), 153–166.
- 15 Yersultanova, G.T., Zhaparova, A.J., & Kenzhekanova, K.K. (2023). Improving secondary school students' higher order thinking skills through lesson study results. *Bulletin of Kazakh Ablai Khan University of International Relations and World Languages. Series "Philological Sciences"*, 70(3).
- 16 Azhar, A., Nurgaliyeva, G., Nurlan, A., Kairat, O., Berikzhan, O., & Mariyash, A. (2022). Implementation of the lesson study approach to develop teacher professionalism. *Cypriot Journal of Educational Science*. 17(2), 652–663. <https://doi.org/10.18844/cjes.v17i2.6862>.
- 17 Melnikova, Yu.G. (2024). Rezultaty vnedreniya lesson study v obrazovatelnykh organizatsiyakh Kazakhstana [Results of the implementation of lesson study in educational organizations of Kazakhstan]. *Yaroslvsii pedagogicheskii vestnik — Yaroslavl Pedagogical Bulletin*, 2(137). Retrieved from <https://cyberleninka.ru/article/n/rezultaty-vnedreniya-lesson-study-v-obrazovatelnyh-organizatsiyah-kazakhstana>
- 18 Dudley, P. (2013). Lesson Study: teoriia i praktika primeneniia [Planning for observation in the process of Lesson Study implementation]. *Vestnik Altaiskogo gosudarstvennogo pedagogicheskogo universiteta — Bulletin of Altai State Pedagogical University*, 37, 27–30. Astana: Apt Print XXI [in Russian].
- 19 Ajdarhanova, I.I., & Nygmetova, B.D. (2018). Planirovanie nabludeniia v protsesse realizatsii Lesson Study [Planning observation in implementing Lesson study]. *Vestnik Altaiskogo gosudarstvennogo pedagogicheskogo universiteta — Bulletin of the Altai State Pedagogical University*, 12(2), 7–11 [in Russian].
- 20 Abuhanova, A.B., Muhitdinova, R.A., & Ajdarhanov, A.T. (2021). Rol innovatsionnoi tehnologii Lesson Study v razviti professionalizma pedagoga i kriticheskogo myshleniia obuchaiushchikhsia [The role of the innovative technology of Lesson Study in the development of teacher professionalism and critical thinking of students]. *Uchreditel zhurnala — Founder of the journal*, 7 [in Russian].
- 21 Dauletбай, M., & Mazhitov, B. (2023). Lesson Study kak instrument dlia usovershenstvovaniia praktiki uroka [Lesson Study as a tool for improving lesson practice]. *Scientific Collection "InterConf"*, 157, 126–129 [in Russian].

Information about the authors

Akhmetova, G.S. — (corresponding author) M.A. in Education, PhD Student, Specialty: 8D01719 "Foreign language: two foreign languages", L.N. Gumilyov Eurasian National University, Astana, Kazakhstan, e-mail: gulnarakzkk@gmail.com;

Ryspayeva, D.S. — Candidate of Philological Sciences, Head of the English Department, Sh. Ualikhanov Kokshetau University, Kokshetau, Kazakhstan, e-mail: goldensunrise@mail.ru;

Mussina, A.B. — M.A. in Education, Lecturer at Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan, e-mail: asel_m8383@mail.ru.