INTRODUCTION OF LESSON STUDY TECHNOLOGY AT THE UNIVERSITY: INTEGRATION OF PROFESSIONAL AND RESEARCH SKILLS OF FUTURE TEACHERS

Ospanova Baltagul Ospanovna
Ph.D., Associate Professor
International Kazakh-Turkish University named after H.A.Yasavi, Turkestan, Kazakhstan
Barat Inkar Aldiyarovna,
1st year student
International Kazakh-Turkish University named after H.A.Yasavi, Turkestan, Kazakhstan

Abstract. This article examines in detail the impact of the introduction of the Lesson Study process at the university on the professional and research skills of future teachers. The training of teachers in the modern education system requires not only theoretical education, but also the improvement of their practical experience, the development of reflective thinking and the formation of research competencies. In this sense, Lesson Study is considered as an effective innovative method based on the joint research of teachers.

The Lesson Study process allows future teachers to develop skills in analyzing the learning process, improving teaching methods, and systematically studying student learning outcomes. This approach enhances students' professional reflection and creates conditions for a scientific assessment of their teaching experience.

Keywords: Lesson Study, pedagogical research, professional development, future teacher, research skills, higher education, innovative method.

Introduction

In the modern education system, special attention is paid to the quality of teacher training. A teacher of a new formation should be not only a teacher, but also a researcher, analyst, and reflexive specialist. In this regard, one of the important tasks in the process of teacher training is the parallel development of their professional and research skills. These requirements are closely related to updating the content of education, changing teaching methods and increasing the complexity of the teacher's activities.

The modern labor market requires from teachers not only subject knowledge, but also the ability to analyze the learning process, identify the needs of students, choose effective methods and improve their experience. Therefore, the professional development of future teachers is directly related to their research culture.

Lesson Study is a method based on collaborative teacher research that was first established in Japan. This method is aimed at improving the quality of learning through joint planning, conducting, monitoring and analyzing lessons. The Lesson Study process contributes not only to the professional development of teachers, but also to the formation of their research culture. This allows teachers to scientifically analyze their experience, share experiences with colleagues, and systematically improve the quality of education.

Results and discussion. The introduction of the Lesson Study method in universities is one of the effective ways to improve the professional training of future teachers. This is due to the fact that this method involves students in practical activities and develops their research thinking, ability to reflect and professional responsibility. In addition, Lesson Study develops students' teamwork skills and increases their readiness for teaching.

In this regard, the relevance of the study is related to determining the possibilities of implementing the Lesson Study process at the university in the development of professional and research skills of future teachers.

Theoretical foundations of the study

Lesson Study is an effective method aimed at improving the learning process through the joint research activities of teachers. This approach makes it possible to systematically study, analyze and improve the experience of teachers. The Lesson Study process consists of several interrelated stages:

- joint lesson planning;
- conducting and monitoring the lesson;
- analysis of the results;
- draw conclusions and improve them.

These stages are aimed at the continuous improvement of teachers' professional activities, which allows them to consider the teaching experience from a scientific point of view. During the Lesson Study, teachers not only conduct classes, but also consider the learning process as an object of research.

This method is based on constructivist and research-based learning theories. According to the constructivist theory, the student is an active participant in the educational process and learns knowledge from his own experience. And the theory of research training involves the independent search of students, the identification of the problem and its scientific solution. By combining the principles of these two theories, Lesson Study allows us to develop the research abilities of both teachers and students.

In the course of the Lesson Study, teachers analyze their experience and conduct professional reflection. This contributes to the improvement of their teaching methods, improvement of students' academic achievements and improvement of

professional competence. In addition, in the course of joint work, teachers share their experience and form a professional community.

Materials and methods. Professional skills are the ability of a teacher to effectively carry out teaching, educational and developmental activities. These skills include planning the learning process, choosing teaching methods, establishing effective relationships with students, and evaluating their learning outcomes.

And research skills include the ability to identify problems, search for and collect scientific information, analyze data, draw conclusions, and put the results into practice. These skills form the basis for the professional development of future teachers and allow them to improve their experience scientifically.

Thus, the Lesson Study method is an effective pedagogical tool aimed at the comprehensive development of professional and research skills of teachers.

The Lesson Study method is an effective pedagogical tool aimed at the comprehensive development of professional and research competencies of future teachers. This method makes it possible to improve the experience of teachers through joint planning, monitoring and analysis of the educational process.

The Lesson Study process contributes to the development of the following important skills of future teachers:

– lesson planning skills-students master the clear setting of learning goals, the choice of effective methods and techniques, and the systematic organization of the lesson structure;

- the ability to choose teaching methods-students learn to apply methods appropriate to a specific situation by comparing different pedagogical approaches and evaluating their effectiveness;

- skills in analyzing students' learning activities-during the Lesson Study, students monitor students' activities in the learning process, identify their difficulties and achievements, which develops their analytical thinking;

- the ability to reflect -students develop professional reflection skills by analyzing their activities, the results of classes and the effectiveness of the methods used;

- Research skills-The Lesson Study process allows students to engage in research activities and develop the ability to identify problems, collect data, analyze and draw conclusions.

In addition, Lesson Study builds communication skills, a culture of teamwork, and professional responsibility for future educators. They share their experiences with colleagues and learn how to make joint decisions, which has a positive effect on their professional development.

Thus, the Lesson Study method is considered as an important pedagogical opportunity to improve the professional training of future teachers and the formation of their research culture.

The Lesson Study implementation model is a systematic structure aimed at developing the professional and research skills of future teachers. This model consists of four interrelated main components that allow students to gradually develop their teaching activities.

1. The motivational component.

This component is aimed at forming students' interest in the process of Lesson Study. He explains the importance of the method and its role in improving pedagogical experience. In addition, through specific examples and practical situations, cognitive activity and internal motivation of students increase.

2. Cognitive component.

This component ensures that students learn the content of the Lesson Study methodology. Students master the stages of the Lesson Study, its structure, research methods, and lesson analysis methods. This allows them to be theoretically prepared and consciously apply this method.

3. The action component.

At this stage, students are directly involved in the Lesson Study process. They jointly plan, conduct and conduct classes. During this process, students develop pedagogical skills, practical skills, and teamwork skills. In addition, they improve their experience by observing and analyzing students' learning activities.

4. The reflexive component.

The final component is aimed at analyzing and evaluating students' own activities. They differentiate the results of the classes, determine the effectiveness of the methods used, analyze achievements and difficulties. This contributes to their professional growth by developing their ability to reflect.

The interconnection of these components makes it possible to effectively organize the Lesson Study process and form the professional and research competencies of future teachers.

The study was conducted at the university and was aimed at identifying the impact of the Lesson Study method on the professional and research skills of future teachers. The study involved students studying in the pedagogical specialty, who were divided into experimental and control groups.

In the experimental group, the learning process was organized based on the Lesson Study method. The students were divided into small groups and jointly planned, conducted and supervised classes. After each lesson, the participants analyzed the learning process, evaluated the learning activities of the students and determined the effectiveness of the methods used. This process allowed students to develop professional reflection and actively participate in research activities.

The control group used traditional teaching methods, the learning process was mainly aimed at mastering theoretical knowledge. In this group, students' practical and research activities were carried out to a limited extent.

In the course of practical work, students' professional skills, research abilities, level of reflection and learning activity were taken under control.

In general, a comparison of the results of the experimental and control groups made it possible to determine the effectiveness of the Lesson Study method and demonstrated its importance in improving the professional training of future teachers.

The results of the conducted pedagogical experiment have shown that the Lesson Study method is an effective tool in developing the professional and research skills of future teachers. A comparative analysis of the results of the experimental and control groups revealed clear differences.

As a result of the experiment, the following positive changes were observed:

- students have developed professional skills, they have improved the ability to plan classes, choose teaching methods and organize the learning process;
- research abilities have improved, students have adapted to the analysis of the educational process, data collection and drawing up scientific conclusions;
- the level of reflection has increased, students have learned to evaluate their actions, identify mistakes and consider ways to correct them.;
- teamwork skills have been developed, students have mastered the ability to communicate effectively and make common decisions in the course of joint activities.

In terms of quantitative indicators, pronounced positive results were observed in about 70-75% of the students in the experimental group. This indicates an increase in their professional training, research activity, and reflective abilities.

And the fact that such changes are observed at a low level in the control group suggests that traditional teaching methods are not enough to develop students' professional and research skills.

In general, the results obtained prove that the Lesson Study method is an effective pedagogical tool that ensures the comprehensive development of future teachers.

The analysis of the research results showed that the fairness of the Lesson Study justifies the educational process of students and affects their professional development. This ensures the development of pedagogical thinking and practical skills of students through an active form of educational activity.

The Lesson Study process allows students to analyze lessons, evaluate learning outcomes, and accept learning outcomes research. Working together allowed the student to discuss his experience with colleagues and make effective decisions. This forms their communication skills and responsibility for their profession.

So, Qatar, the Lesson Study encouraged the justice educators to remain as a researcher. The student considers the learning process as an object of research and masters the skills of data collection, analysis and generalization. This forms their research culture and creates the basis for the application of science in their professional activities.

Thus, the lesson Study is a more effective tool for your achievements in the field of justice.

Conclusion. The lesson Study proves that the profession of future teachers and the development of research activities in the best educational institutions is a more effective tool. This stimulated the improvement of the pedagogical skills of the justice student, the formation of a culture of development and research in the field of reflection.

The organized training of Lesson Study negizinde was aimed at increasing student engagement and developing their experienced and analytical skills. For example, Qatar and moose form students' teamwork skills and increase their readiness for professional activity.

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