

Theme:

Forming the research culture of the school through Lesson Study

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Research objectives

Determining the impact of the Lesson Study on the formation of the research culture of the school

Main idea and relevance of the research:



Ensuring the participation of all schoolteachers in Lesson study

- ✓ being able to identify problems in each class and subject;
- ✓ making groups according to the problem;
- ✓ collaborative planning;
- ✓ developing observation skills;
- ✓ collaborative SNW post lesson analysis;
- ✓ identifying future steps



To achieve the formation of the research culture of the school through the development of the research culture of the teachers

- ✓ working in cooperation with the group;
- ✓ improving teaching and learning;
- ✓ students' academic achievements;

Research Question:

How does organizing a lesson study promote a research culture in the school?



According to Sh.T. Taubaeva, "Professional development of a teacher is a transition from the role of a teacher-practitioner to the role of a teacher-researcher and the stages of formation of research skills of a teacher:

Stage Y

A teacher develops a research paper, writes a research paper, develops a new teaching and learning methodology, invents his new technology.

Stage IY

shares experiences, develops the author's program, educational and methodical units, develops individual methods of teaching technology.

Stage I

The teacher learns traditional methods of methodological work

Stage II

The teacher analyzes the experience of his or her colleagues, identifies the ways to cope the difficulties that arise, will be able to identify problems, uses the results of research, applies best practices, and masters the technology of teaching.

Stage III

The teacher understands the need for his or her research actions, can identify opportunities for technology in his or her subject, and participates in the development of the curriculum.





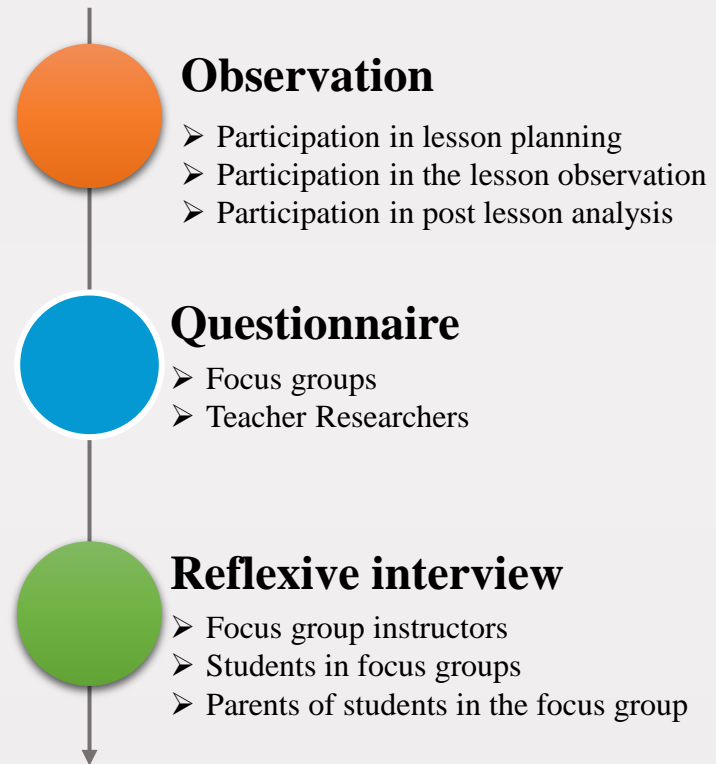
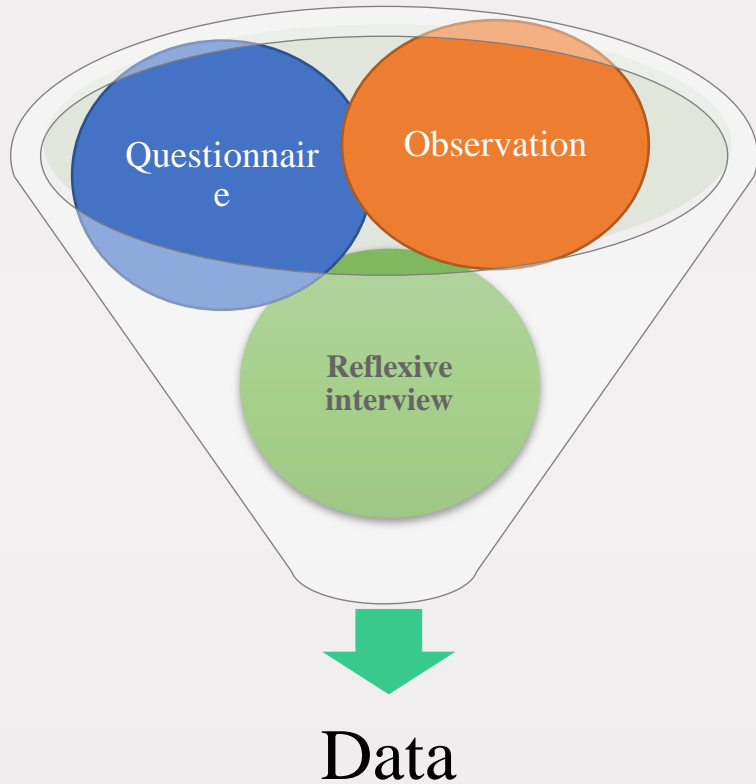
"General Education School № 49"



15 research groups were formed in the school, 74 teachers participated. 6 groups were taken as research focus groups.

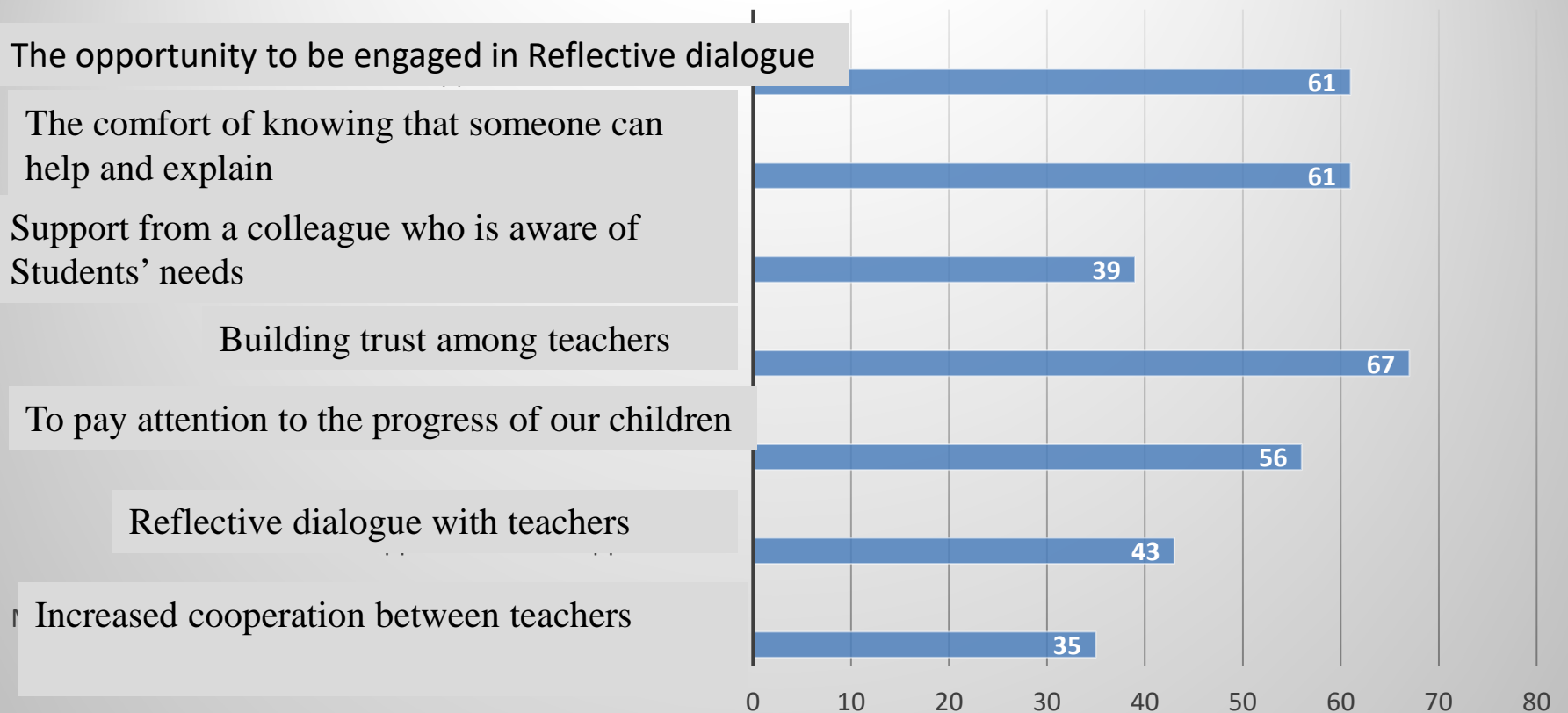


Quantitative and qualitative research findings



Relevance of the topic of research

Evidence of the relevance of the research topic



Lesson study management chart

Research groups

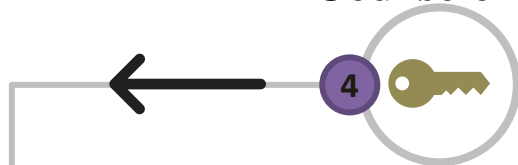
Methodological assistance, support



Defining the research question, planning the process

Identify research tools

Course of action



Education and monitoring

Cooperative lesson planning

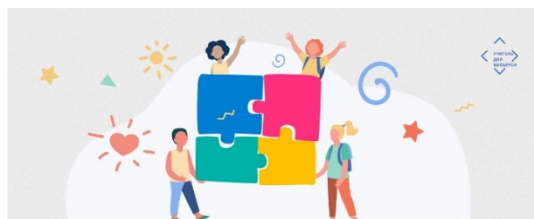


The result is

Analysis of the lesson, conclusion

Dissemination of practice

SNW analysis.



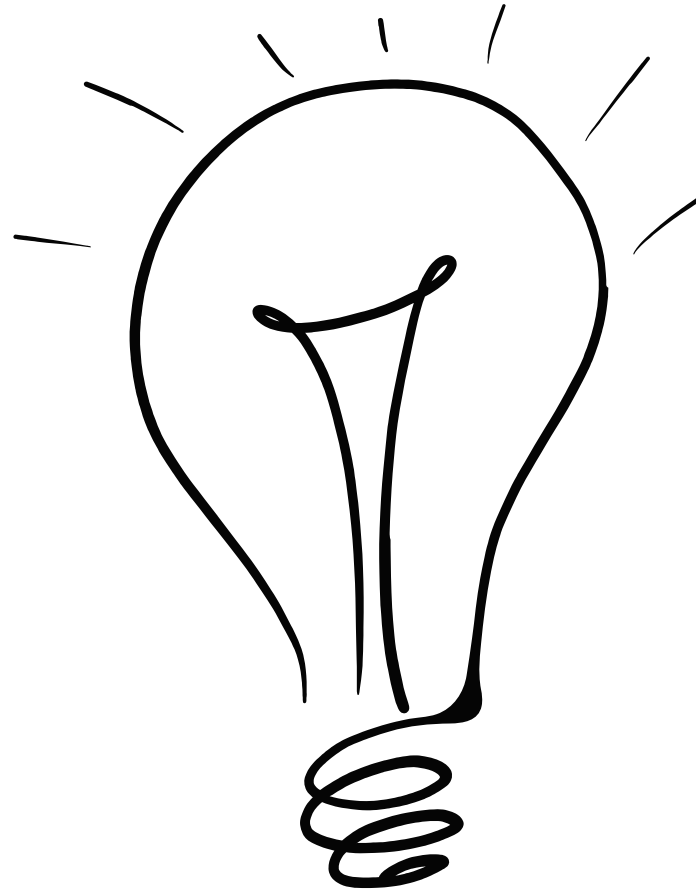
Intermediate results of the research work

Became active

63% of teachers
conducted research

61% of respondents
understood they could
work effectively as a team

monitored the results of
research



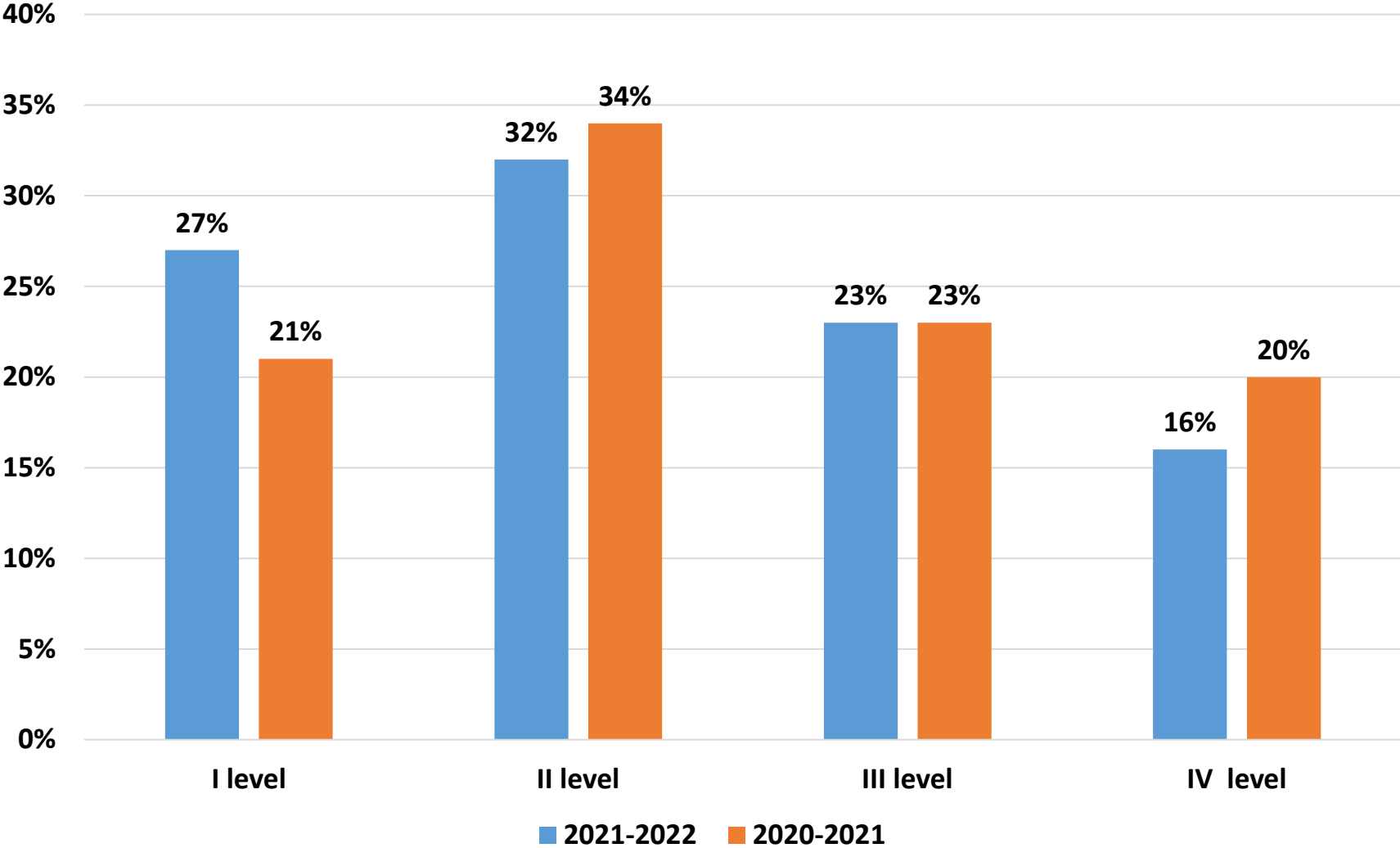
They started working in
cooperation

A reflective dialogue
between teachers

noticed their colleagues'
support

Assignments were used to
develop students' functional
literacy.

Monitoring the research level of school teachers



Conclusion

A team of professional teachers is the driving force behind the school's development.

Collective professionalism based on trust in relationships is a guarantee of professional cooperation. In such an environment, teachers trust each other and are not afraid to make mistakes, take risks, and take responsibility.

British research scientist Andy Hargreaves,
2018.

