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DEVELOPING THE COMPETENCE OF OBSERVING AND ANALYZING LESSONS IN FUTURE TEACHERS

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Annotatsiya. Maqolada bo‘lajak o‘qituvchilarda dars mashg‘ulotlarini kuzatish va tahlil qilish kompetensiyasining mazmuni, tarkibiy qismlari va rivojlantirish yo‘llari yoritilgan. Kompetensiyaning motivatsion-qadriyatli, kognitiv, amaliy va refleksiv komponentlari asoslangan, uning shakllanish darajalari va mezonlari taklif etilgan. Pedagogik ta’lim jarayonida kompetensiyani bosqichma-bosqich rivojlantirish modeli va oliy ta’lim muassasalari uchun amaliy takliflar berilgan.

Kalit so‘zlar: darsni kuzatish, dars tahlili, bo‘lajak o‘qituvchi, kasbiy kompetensiya, refleksiya, kasbiy ko‘rish, pedagogik ta’lim.

Аннотация. В статье раскрыты содержание, структура и пути развития компетенции наблюдения и анализа учебных занятий у будущих учителей. Обоснованы четыре компонента компетенции (мотивационно-ценностный, когнитивный, практический и рефлексивный) и три уровня её сформированности, предложена поэтапная модель развития данной компетенции в педагогическом образовании. Даны практические рекомендации для высших образовательных учреждений.

Ключевые слова: наблюдение урока, анализ урока, будущий учитель, профессиональная компетенция, рефлексия, профессиональное видение, педагогическое образование.

Abstract. The article examines the content, structure and development pathways of the competence in observing and analyzing lessons among future teachers. Four components of the competence (motivational-axiological, cognitive, practical and reflective) and three levels of its formation are substantiated, and a staged model for developing it in teacher education is proposed, together with practical recommendations for higher education institutions.

Keywords: lesson observation, lesson analysis, future teachers, professional competence, reflection, professional vision, teacher education.

Today, one of the priority directions of reforming the education system is improving the quality of training of pedagogical personnel and adapting their professional competence to international requirements. The Law “On Education” defines the training of teachers and the continuous improvement of their qualifications as an important condition of education quality [1]. Nevertheless, graduates of higher education institutions face difficulties in objectively observing and analyzing a lesson when they enter pedagogical activity. They often evaluate a lesson on the basis of a general impression, cannot single out important pedagogical phenomena in the activity of the teacher and the pupils, and cannot connect the results of observation with theoretical knowledge.

The competence of observing and analyzing lessons is the ability of a future teacher to purposefully observe his or her own lessons and those of colleagues, to identify pedagogical phenomena, to interpret them on a scientific basis, and to make decisions aimed at improving the educational process. This competence forms the basis of a teacher’s self-development, collaborative learning and continuous improvement of pedagogical mastery.

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Literature review and research methodology

L. Shulman substantiated the issue of a teacher's professional knowledge through the concept of pedagogical content knowledge, which emphasizes that, along with subject content, a teacher must also know ways of presenting it in a form that pupils can understand [2]. C. Goodwin introduced the concept of "professional vision", explaining the ability of a specialist to single out and interpret particular phenomena as a result of professional training [3]. This idea was developed in its application to education in the "noticing" approach of E. van Es and M. Sherin. In this approach, a teacher's observation skill consists of paying attention to important events in the lesson, interpreting them, and, on that basis, making pedagogical decisions [4].

The reflective approach is covered in depth in the works of D. Schön and F. Korthagen. Through the concept of the "reflective practitioner", D. Schön showed that a specialist's experience is enriched through reflection in the course of action and after it [5]. The ALACT model proposed by F. Korthagen presents reflection as a five-stage cycle (action, looking back on the action, awareness of essential aspects, creating alternative methods of action, trial) and makes it possible to apply it in the training of future teachers [6]. In lesson observation, in turn, C. Danielson's structure of pedagogical activity (planning, classroom environment, instruction, professional responsibilities) provides a system of clear criteria for analysis [7].

Empirical studies show that this competence can be taught purposefully. J. Star and S. Strickland found that a special course based on video clips increased the ability of future mathematics teachers to notice important aspects of a lesson [8]. M. Sherin and E. van Es noted that the attention of teachers who participated in the video club shifted from the teacher's actions to the pupils' thinking and understanding [9]. In the article, the methods of theoretical analysis, comparative analysis, synthesis, study of regulatory documents and generalization of pedagogical experience were used.

Structure and levels of formation of the competence

On the basis of the analysis of the literature, it is appropriate to consider the competence of observing and analyzing lessons as a system consisting of four interrelated components:

Motivational-axiological component: awareness of observation as a means of one's own professional growth, respect for the experience of colleagues, an objective and collaboration-based attitude.

Cognitive component: knowledge of the didactic structure of the lesson, educational goals, teaching methods and assessment theory, and knowledge of the types and criteria of lesson observation and analysis.

Practical (operational) component: drawing up an observation plan and observation sheet, objectively recording the course of the lesson, distinguishing the activity of the teacher from that of the pupils, systematizing evidence, presenting the conclusion of the analysis in written and oral form.

Reflective component: comparing the results of observation with one's own pedagogical views, identifying shortcomings and opportunities, proposing alternative solutions, drawing up a personal development plan.

The levels of formation of the competence are determined on the basis of three criteria:

objectivity of observation (reliance on evidence), depth of analysis (connecting phenomena with theoretical knowledge) and practical significance of the result (precision of the proposals).

At the initial (reproductive) level, the student describes the lesson on the basis of a general impression, and his or her evaluations are unsupported by evidence. At the intermediate (analytical) level, observation is conducted on the basis of ready-made criteria and phenomena are interpreted in terms of cause-and-effect relationships, but the proposals remain general. At the high (creative-

research) level, the student independently selects criteria, develops alternative pedagogical solutions based on evidence, and tries them out in his or her own practice.

Methodological foundations of the process of observing and analyzing lessons

In developing the competence, it is important to organize the observation process itself systematically as well. Knowledge about the structure of a lesson, the didactic requirements placed on it, and methods is set out in detail in general pedagogy textbooks, and it forms the basis of students' analytical language and system of criteria [10]. In modern studies devoted to teacher training, the need to combine theoretical knowledge with practical experience and to teach how to analyze experience itself is especially emphasized [11]. On this basis, it is appropriate to divide the observation process into three stages:

Pre-observation stage: defining the purpose and object of observation (for example, the culture of questioning, pupil activity, use of time), selecting the criteria and the observation sheet, and agreeing with the teacher who is conducting the lesson.

Observation process: recording evidence without evaluation (the words of the teacher and pupils, tasks, time distribution), noting the pupils' reactions, separating personal impression from evidence.

Post-observation stage: systematizing the evidence, singling out important episodes, interpreting them on the basis of theoretical knowledge, developing proposals, and reflecting jointly with the teacher who conducted the lesson.

In the analysis process, adhering to the sequence "describe – interpret – evaluate – suggest" protects students from hasty judgments and is also consistent with the approach of van Es and Sherin [4]. For example, the statement "the teacher conducted the lesson in an uninteresting way" is an evaluation, and it does not rely on evidence; the statement "for 15 minutes of the lesson only the teacher spoke, and the pupils sat listening" is evidence. Developing in students precisely the skill of perceiving this difference is the main task that unites the practical and cognitive components of the competence.

A stage-by-stage model for developing the competence

As a result of the research, a five-stage model for developing the competence is proposed. At the first, theoretical-preparatory stage, students become acquainted with the types and criteria of lesson analysis and with the ethics of observation. At the second stage, video recordings of model lessons are observed: the video is paused and important episodes are discussed collectively, which gradually develops observational ability. At the third stage, collaborative analysis is carried out: students conduct micro-teaching lessons, observe each other's lessons and give mutual feedback. The fourth stage corresponds to the pedagogical practicum: the student observes the lessons of an experienced teacher-mentor, analyzes his or her own lesson and keeps a reflective diary. At the fifth stage, observation sheets, analysis conclusions and reflective notes are compiled into a portfolio and assessed according to the criteria given above.

Combining active methods such as case studies, role play, video club, reflective conversation based on the ALACT cycle, and work with the observation sheet throughout the stages will be effective. At each stage, giving the student clear, evidence-based feedback, and also, rather than "evaluating", directing observation toward "understanding and developing" as its goal, strengthens the motivational component of the competence.

It is recommended to use two types of data in assessing the level of the competence: the results of written work (observation sheet, analysis conclusion, reflective diary) and practical tasks (commenting on a video clip, giving feedback during peer observation). Each piece of work is assessed on the basis of a rubric describing the criteria of objectivity, depth and practical significance, and the student is shown not only the final result but also the dynamics of change during observation. Such an

approach turns assessment from an instrument of punishment into an instrument of development and enables the student to monitor his or her own growth independently.

Key problems in development and ways to overcome them

Practice shows that several obstacles are encountered in developing the competence. First, students and teachers perceive observation not as a means of development but as control and inspection, which hinders collaboration. Second, the shortness of pedagogical practicum time limits the possibility of consolidating observation and analysis skills through repetition. Third, teacher-mentors at practicum schools are not specially trained in the methodology of collaborative analysis of observation. Fourth, higher education institutions and schools use different criteria and sheets, which hinders the formation of a common language of analysis among students.

To solve these problems, it is appropriate to present observation not as “evaluation” but as a means of mutual learning, to expand observation opportunities through video recordings and online platforms, and to supplement practicum time with small but frequently repeated observation tasks. When using video recordings, ethical requirements such as the protection of pupils’ personal data and parental consent must be especially observed. In addition, developing cooperation agreements between the higher education institution and practicum schools on unified observation criteria and mentor training will serve the sustainable formation of the competence.

On the basis of the analysis conducted, the following **CONCLUSIONS** can be reached.

First, the competence of observing and analyzing lessons is not a spontaneously forming quality but a complex professional system developed in a purposefully organized educational process. Foreign studies, especially video-based training, confirm its effectiveness [8; 9].

Second, the competence consists of the unity of motivational-axiological, cognitive, practical and reflective components, and the lack of any one of them makes observation superficial or evidence-free.

Third, the criteria of objectivity of observation, depth of analysis and practical significance of the result serve to objectively distinguish the initial, intermediate and high levels of the competence.

Fourth, the five-stage model, which includes theoretical preparation, video observation, collaborative analysis, practicum and portfolio assessment, narrows the gap between theory and practice.

Based on the conclusions, the following **PROPOSALS** are made:

Creating a video library of model lessons at universities and regularly using it in discussion classes with students.

Developing, across subjects and stages of education, unified observation sheets and analysis criteria and introducing them into practicum programs.

Organizing micro-teaching and peer observation practice, and conducting, for each student, a reflective analysis based on a video recording of his or her own lesson at least once.

Training experienced teachers at schools selected as pedagogical practicum bases as mentors and teaching them the methodology of collaborative analysis of observation.

Introducing a criteria-based assessment rubric and a student’s observation portfolio to determine the level of the competence, and also testing the effectiveness of the proposed model through pedagogical pilot testing in the next academic year.

As a direction for future research, it is appropriate to pilot-test the proposed model in different fields of education, to compare changes in the levels of the competence at the initial and final points, and to determine the separate effect of video-based observation and collaborative analysis.

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Thus, purposeful development of the competence of observing and analyzing lessons increases the future teacher's professional independence, reflective thinking and readiness for continuous self-development, which ultimately serves as an important factor in improving the quality of education.

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