**Advantages and effectiveness of Lesson study.**

Lesson study is a collaborative reflexive school experience with the goal of continually improving learning and learning. Lesson study (Jugyou Kenkyuuu in Japanese) is a concept and experience that originates in Japan and is widely known around the world.  
 Interest in the lesson Study Stigler and hiebert (Stigler&Hiebert) "free space in teaching: the best ideas of the world's teachers to improve education in the classroom" appeared only in the field of English in 1999, where math lessons were compared in the United States, Germany and Japan. Since then, the lesson study has spread around the world, covering countries in Asia, Europe, North America, the Middle East and Africa. As a result, the world lesson research Association (walls) was established in 2005 by the office of the Hong Kong Institute of education. [www.walsnet.org](http://www.walsnet.org)).  
 One of the main explanations of the Lesson Study that emerged in the literature is the reflective cycle of collaborative pedagogical practice in planning, control and analysis, the result of one cycle is reflective Discussion and the basis for further planning of the next lesson (Lewis, 2002; Takahashi & Yoshido 2004; Nakano 2011).

**Technology "study lesson" (lesson study): what problems it solves, and what-no?**

A few years ago, lesson study was a wild foreign word. Now you can find a lot of materials about the technology of studying lessons: articles, Tools, presentations, writing and discussion of lessons. In the directory of the Academy, they invited the heads of schools to think about what methodological issues are solved, and some-not.  
**About learning a lesson**.  
In the study of a lesson there is such a thing as often (lesson study) analysis of a lesson. For example, the head teacher of academic work comes to the lesson and "how to learn a lesson", but actually looks for shortcomings.  
Lesson research is a broad approach. It is created like this: a group of teachers identifies some learning-related problems whose solution is important in the lesson (unlike words, it is necessary to collect it, the most difficult) ;

* teachers select one specific activity to plan, develop it together, set goals and measurable characteristics to achieve the goal;
* in the class where the lesson takes place, three typical students from different groups are selected (academic performance, average, laggard), so the purpose of the lesson is recorded for each representative of the three groups, and not abstract for all classes. ;
* one of the teachers conducts classes, others observe these students, record their reactions, achievements. ;
* then a group of teachers discuss what happened and what happened;
  + after summing up, this group will plan a second session and solve the problem-and the process repeats;
  + typically, the group conducts three sessions and moves on to the next research question.

To describe this method is very short. We suggested to Directors, heads, methodologists, teachers to think, what problems solve this approach, and what-no. Several typical answers were below.

**What problems can Lesson study solve?**

**Problems solving lesson learning:**

* ability to work in a team of teachers;
* respectful attitude of partners to each other (technology excludes " flight analysis" »);
* the interchange of their educational progress;
* setting new goals-the first goals of training;
* formation of teachers ' diagnostics, forecasting of results;
* reduction in "blind spots" teachers;
* improving self-esteem of weak students;
* to see the shortcomings of the teacher, which do not allow to improve the result of their activities, because we often hear from colleagues: "here is the class, I can not do anything with them."
* One of the participants described the potential results of the technology implementation:
* the teacher does not understand the course of the lesson, and the need to plan the activities of children in the classroom, the implementation of differentiated personality-oriented learning;
* the teacher sees each student in the classroom, increasing his motivation, interest in learning, activity, ultimately the success of learning.;
* a teacher from the comfort of your office, improving their professional skills, in collaboration with other teachers.

**And what problems remain? Or even profit? The course was a quote like that**:

"Teacher training and motivation. Unfortunately, it is often heard: "I am engaged in the occupations and problems, I do not have enough time, and here you together with the technologies".

"This technology is not immediately perceived and will be ready to implement this approach. Individual teachers working in the classroom may have resistance."

"Preparation and discussion for the lesson requires additional time resources."

"**The task of the administration is to attract teachers to work in such groups."**

**What about your school**?

There are no universal answers that immediately coincide with all schools. Therefore, the advantages and disadvantages of learning a lesson should be thought of separately for your school.

The first step for teachers who choose to conduct a Lesson Study is to identify a focus or research question (Lewis & Tsuchida, 1998; Dudley, 2011a). Before planning a lesson, teachers should conduct a preliminary study (Takahashi & Yoshido, 2004) after agreeing on the focus of their research lessons. This study covers various aspects related to the topic of the lesson, including current teaching materials, teaching methods, recent research (literature review), and information about students (their previous knowledge and teaching methods).

The next part of this cycle is lesson planning. Classes are planned "carefully in collaboration with one or more partners" (Lewis & Tsuchida, 1998, P. 14). In the lesson study model used in the UK (Dudley, 2011a), planning is usually done with at least three students in mind — they may be the people of most interest to teachers or representing three levels (high, low, medium).

When planning a research class, the lesson is determined by the research team in the group where the teacher conducts the classes, and the others must monitor and record the lesson, paying particular attention to the issues specified in the study plan. With the development of technology nowadays, writing classes can be easily and accurately done. However, Takahashi and Yoshido (2004, p. 441) observed that " respect for the natural atmosphere of the classroom is always a priority during research classes." One of the most valuable aspects of lesson research is that during the competition, teachers must comment (write) on student learning rather than teach (Perry and Lewis, 2009; Ylonen & Norwich, 2013; Dudley, 2015). In addition, as part of the lesson study, special attention can be seen as the basis of popularity among teachers, as teachers are not afraid of peer criticism, since the lesson plan is developed jointly (Dudley, 2015).

The analysis of the lesson takes place at the discussion stage. It is conducted immediately after the study, using all materials taken under the supervision of teachers and evidence of student learning.

The above lesson is widely recognized in the structure of the study, however, the education system around the world uses different types and models of lesson study related to the purpose. Lesson Study for curriculum development (Lewis & Tokashi , 2013; Chen& Yang, 2013; Tan-Chia, Fang & Chew Ang, 2013; Kuno, 2015) or for the development of teaching materials and textbooks (Shibata 2011), there is the most common reason that attracts the attention of various educators (Takashi & Yushida, 2004; Nakano, 2011; Robinson & Leikin, 2012; Kim-Eng Lee & Mun Lining, 2013): due to its collective, exploratory and reflective nature, this approach enhances teacher training and the creation of professional student associations.

**References:**

1. Chen, X., & Yang, F. (2013). Chinese teachers’ reconstruction of the curriculum reform through lesson study. International Journal for Lesson and Learning Studies, 2(3), 218-236.
2. Dudley, P. (2015). How Lesson Study works and why it creates excellent learning and teaching. In
3. Dudley, P. (2011 a). Lesson Study development in England: from school networks to national policy. International Journal for Lesson and Learning Studies, 1(1), 85 – 100.
4. Kuno, H. (2015). Evolving the curriculum through Lesson Study in Japan. In Dudley (ed.), P., Lesson Study: Professional learning for our time. New York: Routledge.
5. Lewis, K., & Takahashi, A. (2013). Facilitating curriculum reforms through lesson study. International Journal for Lesson and Learning Studies, 2 (3), 207 – 217.
6. Lewis, C., & Tsuchida, T. (1998). A Lesson Is Like a Swiftly Flowing River: How Research Lessons Imorive Imorove Japanese Education. Retrieved from: <http://www.lessonresearch.net/lesson.pdf> [accessed: 20.08.2016]
7. Nakano, K. (2011). Preface. National Association for the Study of Educational Methods, Lesson Study in Japan. Hiroshima: Keisuisha.
8. Stigler, J.W., & Hiebert, J. (1999). Teaching gap: Best ideas from the World’s teachers for Improving Education in Classroom”. New York: The free Press.
9. Takahashi, A., & Yoshido, M. (2004). Ideas for Establishing Lesson Study Communities. Teaching children Mathematics. Retrieved from: <http://education.ucf.edu/rtp3/docs/RTP3_Resources_Lesson_Study_Communities.pdf> [accessed: 20.08.2016]
10. Tan-Chia, L., Fang, Y., & Chew Ang, P. (2013). Innovating the Singapore English Language curriculum through lesson study. International Journal for Lesson and Learning Studies,2 (3), 256 — 280.