

Teacher's Methodological Activity Before, During, and After the Lesson

L Nikitina^{1,a*}

¹ Altai State Pedagogical University, 55 Molodezhnaya str., Barnaul 656031 Russia

^{a*}nikitina.fnk@rambler.ru

*Corresponding author

Keywords: methodological activity, study, lesson, teaching aids, choice, future teacher, collaborative technology

Abstract: The teacher's methodological activity in preparing for the lesson most often implies the restoration of both ways and means in an organization proposed by the authors of textbooks and manuals. At the same time, children act as performers who consistently fulfill the tasks proposed by the teacher; they do not show initiative. As a way of organizing methodological activities, research allows the teacher not only to choose the way to organize the lesson but also to involve children in the construction of joint activities. The purpose of the article is to substantiate the significance of the study in the methodological organization of the lesson in three stages: preparation, conduct, and analysis. Based on a survey of teachers and students, the paper explores a reflective component in assigning experience in organizing methodological activities for students.

1. Introduction

The innovative and dynamic nature of modern education has changed the general orientation of the teacher's methodological activity: from reproducing in the lesson established methods for organizing educational work with children to an informed choice of methodological tools in organizing joint educational activities.

Compatibility, as the quality of the activity, involves the teacher turning to research actions aimed at studying the situations of difficulties encountered in the activities organized in the lesson, and searching for and transforming one's activity using methodological techniques, methods, and schemes.

Unfortunately, school practice shows that teachers most often follow ready-made methodological development of lessons proposed by the authors of educational-methodical complexes, try to fully implement them, without taking into account the constantly changing situation in the lesson. And most importantly, teachers do not respond to children's initiatives, do not involve them in joint activities. The novice teacher (in practice or on his/her own) also seeks to reproduce the finished version of the lesson in the first place. It is easier for him/her to voice questions and tasks proposed in the training manual, while he/she does not see children. And the teachers themselves, with whom students undergo practical training, orient them to the finished material. The following are most often considered the results by which the student's work is assessed: performance of the lesson reproduced from the methodological manual, preservation of the sequence of the exact reception, as far as the children "understood" the stated material.

The purpose of our research is to identify the problem points in the implementation of research in methodological activities by a teacher while preparing for, conducting, and analyzing a lesson. Another focus is the training techniques of a future teacher in mastering research as a methodological organization of a lesson.

2. Materials and Methods

The study was carried out on the basis of a survey of teachers studying by correspondence, third-year students in the training direction "Pedagogical Education," the training profile is "Primary Education." Respondents were: 25 teachers, 20 students. The questionnaire included four questions with answer options for each, and respondents were asked to choose two options from the proposed. Processing was based on the

frequency of the selected responses. The purpose of the questionnaire is to find out an appropriate methodological activity for respondents, the perspectives of how to prepare, conduct, and analyze lesson.

3. Results

For teachers and students, the understanding of research in methodological activities varies.

TABLE 1. RESEARCH IN THE TEACHER'S METHODOLOGICAL ACTIVITY

Question	Answer options	Teachers, number/%	Students, number/%
Research on teachers' methodological activities	W/r to students' difficulties in the subject area	10/40%	5/ 25%
	Identification of their difficulties in the methodological organization of a lesson	9/36%	9/ 45%
	Identification of own difficulties in the methodological organization of joint educational activities	3/12%	11/55%
	Selection and justification of teaching methods for the organization of a lesson	9/36%	5/25%
	Selection and justification of teaching methods for organizing joint activities in a lesson	3/12%	4/20%
	Learning lesson organization techniques	10/40%	6/30%

The teachers (see Table 1) indicated the study of students' difficulties in the subject area and methodological methods of organizing a lesson in the first place (40%). Second, the teachers indicated identifying their own difficulties in the methodological organization of a lesson, choosing and substantiating methods for organizing a lesson (36 %). Third, teachers indicated the their difficulties in the methodological organization of joint educational activities, selected and justified the methodological techniques for organizing joint activities (12%).

For students, a study of the teacher's methodological activity is mainly associated with identifying their difficulties in the methodological organization of joint educational activity (55%) and the methodological organization of the lesson (45%). This vision is due to the acquisition of experience in building interaction with children using methodological tools. The study of teaching methods for organizing a lesson is in second place (30%), then, studying the difficulties of students in the subject area, choosing and justifying teaching methods for organizing a lesson (25%) is going on, and finally, selecting and justifying teaching methods for organizing joint activities in a lesson (20%) is at the very end.

TABLE 2. UNDERSTANDING RESEARCH IN PREPARING FOR THE LESSON

Question	Answer options	Teachers	Students
Preparation for the lesson includes the following	Study of methodical literature (manuals, recommendations, articles)	5/20%	12/60%
	Analysis of the subject readiness of children for the lesson	12/48%	1/5%
	Training material analysis	13/65%	2/10%
	Prediction of students' difficulties and the choice of methodological methods to overcome them	5/20%	13/65%
	Analysis of theoretical principles that form the basis of subject knowledge	0	4/2%
	Selection and justification of the methods of methodological organization of joint activities	3/12%	8/40%

For educators, the study in preparation for the lesson (see Table 2) consists of an analysis of the teaching material (65%) and an analysis of the subject readiness of the students (48%). For students, the main thing is

to predict the difficulties of students and the choice of methodological techniques (65%), as well as the study of methodological literature (60%).

TABLE 3. LESSON RESEARCH

Question	Answer options	Teachers	Students
Lesson study consists of the following	Responding to situations of uncertainty in the lesson	4/16%	3/15%
	Transformation of the planned teaching method taking into account the initiative of children	5/20%	10/50%
	Identification of difficulties of children in mastering theoretical material	12/48%	2/10%
	Identification of difficulties of children in mastering the method of formed objective action	12/48%	7/35%
	Identification of the reasons for the lack of initiative of children in the lesson	5/20%	1/5%
	Fixing own difficulties in using the methodological technique	3/12%	17/85%

For teachers, a lesson study (see Table 3) consists of identifying children's challenges in mastering theoretical material and in learning them in the way the objective action (48%). For students, a lesson study is a fixation of their own difficulties in using the methodological technique (85%) and the transformation of the planned methodological method taking into account the children's initiative (50%). At the same time, for beginning teachers, the identification of difficulties in children in mastering the method of the formed objective action is relevant (35%).

TABLE 4. STUDY AFTER LESSON

Question	Answer options	Teachers	Students
Post-lesson research suggests the following	Analysis of the methodological organization of the lesson following the plan	5/20%	9/45%
	Identification of problem points in the use of methodological techniques and the reasons for their appearance	8/32%	18/90%
	Study of students' progress in mastery of substantive actions	12/48%	0
	Study of students' progress in mastering meta-subject actions	10/40%	0
	Identification of problem points in the methodological organization of joint activities	3/12%	7/35%
	In the analysis and design of further actions for students with varying degrees of subject readiness	12/48%	6/30%

After the lesson (see Table 4) for teachers, research in methodological activities consists of studying the progress of students in mastering objective actions, analyzing and designing further actions for students with varying degrees of subject readiness (48%). For students, the main thing is to identify problem points in the use of teaching methods and the reasons for their appearance (90%) and the analysis of the methodological organization of the lesson in accordance with the plan (45%).

Thus, the analysis of questionnaires allows us to fix that for teachers, research in methodological activities is directly related to *the practice of teaching* (studying the difficulties of students, searching for teaching methods in organizing a lesson). At the same time, teachers hold this position in the spotlight when preparing a lesson, conducting it, and then analyzing it. Whereas for students, *reflection* in research is significant (the search for one's own difficulties in the organization of the lesson, the choice of teaching

methods, the analysis of the methodological organization of the lesson). Students keep the methodical organization of children's joint activities in the spotlight (35%). This choice of students is due to the fact that they gain experience in designing, implementing the methodological organization of lessons. Therefore, a study in the methodological activity of a teacher in the preparation, conduct, and analysis of a lesson is relevant for both working and beginning teachers. The question is what kind of research, what is its subject matter, how will it contribute to the solution of professional tasks in training.

4. Discussion

According to the international study TALIS-2013 (Teaching and Learning International Survey),¹ The proportion of teachers under 29 years of age rate their training in school content as good (61.5%) and very good (23.38%). They evaluate their training in the field of teaching the subject as good (67.43%) and very good (20.38%). The proportion of teachers under the age of 29 rate their training in pedagogical practice in the subject as good (59.81%) and very good (24.33%) [1]. The data presented show that the study of the methodology and pedagogical practice remain relevant in the preparation of young teachers for work at school.

In the process of studying the methodology, attention is focused on the formation in students of certain groups of methodological skills related to the organization of the lesson (before, during, after) [2, 3, 4, 5]. A comparison of these skills allows us to talk about the interpenetration of the activity and research components of methodological training. So, analytical and prognostic skills are distinguished as skills that are included in the indicative basis of activity; skills in designing and choosing the main types of students' activities and how to organize them are singled out as planning skills. For the implementation of the plan, skills for adjusting the operations of schoolchildren are necessary; for developing self-control, reflective skills are needed. In other words, all phases in the structure of methodological activity (orientation, planning, implementation, control) are "permeated" by research skills, without which the methodological activity of a modern teacher is impossible. In this regard, we can say that *research as a way of methodological activity in preparing a lesson (conducting and analyzing one)* changes the nature of methodological skills; they become "research" skills.

Note that the study of the teacher's methodological activities in preparation for the lesson (on and after) is not essentially a scientific study, the result of which is the construction of new knowledge. A review in the methodological activity of a teacher is a way of working with methodological tools, such as the selection, justification, and transformation in the process of involving children in joint educational activities.

Methodological knowledge itself is a combination of theory and practice. It is born in practice, finds its justification in theory, and returns to practice again; there is a process of complementary methods, schemes, and algorithms. Moreover, the "litmus test" is the transfer of knowledge or the organization of joint educational activities with children in the lesson, which is the subject of the methodological activity of the teacher. In this regard, the mastery of methodological knowledge at the level of reproduction (restoration) does not create the conditions for assigning it in practice to a future teacher. In this case, it can be called (retold) but not involved (not shown). *The manifestation of methodological knowledge* involves *analyzing* learning conditions, choosing a learning method, *selecting* a learning content, *studying* ways to involve children in activities with the materials under study, as well as developing personal position. All these manifestations become possible if the study is assigned as a method of carrying out methodological activities.

In the methodological preparation of a future teacher, educational technologies are highly important; they allow one to assign a study as a way of preparing (conducting and analyzing) a lesson. These technologies include the following:

- Fulfillment of research tasks in preparation for practical exercises that reveal the educational meaning of the methodological activity. This is an analysis of educational and methodological complexes (highlighting the grounds and methods of analysis), the study of the results of practical activities of students (identifying the quality of the formation of educational actions, the reasons and methods for

¹ This research was conducted by interviewing teachers of foreign and Russian schools of different ages in 2013.

their improvement), a comparative analysis of video lessons and methodological recommendations of the authors, etc.;

- Implementation of research projects related to the study of teacher's activities in the preparation (conduct and analysis) of lessons that students perform during the period of teaching;
- Creating a variety of cases based on the materials of the lesson viewed (in video or in practice), while students perform a number of research steps. Such aspects of the methodological activity make up the topic of cases: a methodological method for organizing joint educational activities, the implementation of methodological techniques, the manifestation of teacher preparation for a lesson, etc.;
- Active games allow students to assign research as a way to prepare for lessons, for instance, "Learn the model of the methodological organization of joint activities in the lesson ...," "Collect the mosaic of the lesson ...," "Restore the lesson ...," "Examination of the teacher's preparation for the lesson" [6].

The main thing in the implementation of these technologies is the involvement of students in research as a way of organizing methodological activities.

5. Conclusion

Research as a way of organizing methodological activities in the preparation (conduct and reflection) of a lesson will allow a teacher to improve professional activities in terms of choosing methodological tools in organizing interaction with children, rather than blindly following instructions, diagrams, and algorithms. In this case, the methodological activity itself begins to act as a *meta-activity*, since the teacher, focusing on the organization of children's activities (educational, cognitive, research, joint, subject), makes a parallel adjustment to his/ her activities.

References

- [1] Pinskaya, M. A., Ponomareva, A. A., & Kosaretsky, S. G. (2016). Professional development and training of young teachers in Russia. *Voprosy Obrazovaniya*, 2, 100-124.
- [2] Ramzaeva, T. G. (1988). *Improving the methodological training of primary school teachers*. Moscow, USSR: Leningrad State Pedagogical Institute named after A. I. Herzen.
- [3] Soloveichik, M. S. (2003). *New aspects in preparing students for teaching Russian language*. Moscow, Russia: Moscow State Pedagogical University.
- [4] Lvov, M. R. (2008). *Methods of teaching the Russian language in elementary grades*. Moscow, Russia: Akademiya.
- [5] Zinovyeva, T. I. (Ed.). (2016). *Methods of teaching the Russian language and literary reading*. Moscow, Russia: Yurait.
- [6] Nikitina, L. A. (2012). *Research in teacher training*. Barnaul, Russia: AltGPA.