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THE ART OF ANALYSING ONE'S OWN LESSON: A PRACTICAL METHODOLOGY AND THE TEACHER'S PSYCHOLOGICAL RESILIENCE

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Abstract. The article presents the methodology of the independent lesson analysis conducted by the teacher after a lesson, together with the main criteria to be considered. A systematic "aim — process — result — conclusion — improvement" model of lesson analysis is proposed, and practical rules of professional development are set out. The use of active teaching methods that enhance lesson effectiveness — critical thinking development, problem-based and interactive learning, and graphic organisers — together with thought-provoking open questions, is illustrated with practical examples. In addition, the "professional burnout" syndrome, widespread among teachers, is analysed on the basis of modern scientific approaches — the model of C. Maslach and the WHO ICD-11 classification — and practical psychological recommendations for its prevention are provided.

Keywords: lesson analysis, reflective practice, active teaching methods, open questions, critical thinking, professional development, professional burnout, psychological resilience, feedback.

Аннотация. В статье изложена методика самостоятельного анализа урока, проводимого учителем после занятия, и основные критерии, на которые следует обращать внимание. Предложена системная модель анализа урока «цель — процесс — результат — вывод — совершенствование» и приведены практические правила профессионального развития. На практических примерах показано использование активных методов обучения, повышающих результативность урока (развитие критического мышления, проблемное и интерактивное обучение, графические органайзеры), а также открытых вопросов, побуждающих к размышлению. Кроме того, распространённый среди педагогов синдром «профессионального выгорания» проанализирован на основе современных научных подходов — модели К. Маслач и классификации ВОЗ (МКБ-11), и даны практико-психологические рекомендации по его профилактике.

Ключевые слова: анализ урока, рефлексивная практика, активные методы обучения, открытые вопросы, критическое мышление, профессиональное развитие, профессиональное выгорание, психологическая устойчивость, обратная связь.

Annotatsiya. Ushbu maqolada o'qituvchi tomonidan darsdan keyin o'tkaziladigan mustaqil dars tahlili metodikasi va unda e'tibor qaratiladigan asosiy mezonlar bayon etilgan. Dars tahlilining "maqsad — jarayon — natija — xulosa — takomillashtirish" tizimli modeli taklif etilib, faol ta'lim metodlari va o'ylantiruvchi ochiq savollardan foydalanish amaliy misollar bilan yoritilgan.

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Shuningdek, “professional yonish” sindromi K. Maslach modeli va JSST ICD-11 tasnifi asosida tahlil qilinib, uning oldini olish bo‘yicha tavsiyalar berilgan.

Kalit so‘zlar: dars tahlili, refleksiv amaliyot, faol ta’lim metodlari, ochiq savollar, professional yonish, ruhiy barqarorlik.

Introduction

Teachers often rush on to the next class as soon as a lesson ends. Yet genuine professional growth begins precisely at the moment the lesson finishes — by returning to it and evaluating it objectively. A brief but systematic analysis carried out after each lesson is the cheapest, most accessible, and most effective way of enhancing a teacher’s mastery.

If the unity of pedagogical mastery and professional reflection is substantiated at the theoretical level, the present article transfers this idea to the practical plane and answers two questions: how can a teacher analyse his or her own lesson and, at the same time, preserve his or her psychological health in the process? After all, no matter how knowledgeable a teacher may be, a teacher who is exhausted and whose emotional reserves are depleted can produce neither a quality analysis nor a quality lesson.

The aim of the article is to offer the teacher a practical methodology for the independent analysis of his or her own lesson, and to provide scientifically grounded recommendations for maintaining psychological resilience and preventing “professional burnout” in professional practice.

The Scientific Foundations of Analysing One’s Own Lesson

Analysing one’s own lesson is the most practical manifestation of professional reflection. D. Schön distinguishes between reflection carried out during the activity (reflection-in-action) and after it (reflection-on-action); lesson analysis belongs precisely to the second type — purposeful, retrospective reflection conducted after the lesson. Such analysis must rely not on a random impression but on a clear system and set of criteria. Otherwise it goes no further than the superficial verdict “the lesson went well” or “the lesson went badly” and does not serve professional growth.

A Systematic Model of Lesson Analysis

In order to evaluate his or her own lesson successfully, the teacher should rely on a particular logical sequence. In practice, the following five-stage model is highly effective: aim → process → result → conclusion → improvement. This model makes the analysis coherent and complete and protects the teacher from one-sided, hastily drawn conclusions.

When analysing a lesson, it is advisable to seek answers to questions along the following five lines (Table 1).

Table 1

The Five Lines of Lesson Analysis

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Line	Aspect to consider	Key monitoring questions
1. Aim	Clarity of the lesson aim and the degree to which it was achieved	Was the lesson aim clear? Was it fully achieved?
2. Content	Suitability of the learning material	Did the topic match the students' level? Were theory and practice linked?
3. Method	Effectiveness of the methods applied	Which interactive methods worked? Were the students sufficiently activated?
4. Communication	The psychological climate in the classroom	Was a positive, trusting, and respectful atmosphere created?
5. Result	Achievement and the next steps	Who fell behind? What should be changed in the next lesson?

Active Teaching Methods and Open Questions that Enhance Lesson Effectiveness

The quality of lesson analysis depends directly on the methods used in the lesson: a lesson worth analysing must first of all be an active lesson that prompts the student to think. At the master's level, prospective teachers studying the subject "Pedagogical Technology and Pedagogical Mastery" master a number of modern methods — techniques for developing critical thinking, problem-based learning, interactive and activating learning, and graphic organisers — and, by applying them in practice, considerably increase the effectiveness of their lessons. Most importantly, a teacher who has mastered these methods learns to pose thought-provoking open questions both to himself or herself and to the students (Table 2).

Table 2

Active Teaching Methods and Their Practical Application

Method	Essence	Practical application and a sample open question
Developing critical thinking	Not memorising information but analysing and evaluating it and drawing reasoned conclusions	"INSERT", "Cluster", and "Debate" techniques; question: "What evidence can you use to support this idea?"
Problem-based learning (PBL)	Instead of giving ready knowledge, posing a real problem and prompting the	Clinical case: "Based on the patient's symptoms, what hypothesis do you form, and why exactly this one?"

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Method	Essence	Practical application and a sample open question
	student to seek a solution	
Interactive learning	Active cooperation among students and with the teacher	Small-group work, "Brainstorming", role play; question: "Do you agree with your colleague's view? Why?"
Activating learning	Involving every student in the process, turning the passive listener into an active participant	"One-minute essay", pair discussion, polling; question: "How does this topic appear in your own practice?"
Graphic organisers	Organising knowledge through a visual scheme and showing the connections between concepts	Cluster, "Fishbone" (Ishikawa), Venn diagram, concept map; question: "What connection is there between these concepts?"

The common aim of all the methods listed is to prompt the student to think. The key to this lies not in closed questions answered with "yes/no", but in open, thought-provoking questions. An open question directs the student towards analysing, comparing, justifying, and evaluating. Sample forms of effective open questions are given below:

- "Why do you think exactly this?" — prompts the student to justify an idea;
- "If the conditions changed, what would the result be?" — directs towards prediction and analysis;
- "How can you prove this?" — prompts reliance on evidence and sources;
- "How does this concept differ from another?" — prompts comparison and classification;
- "How will you apply this knowledge in practice?" — links theory with practice.

It is notable that such questions serve not only the students but also the teacher's own lesson analysis: open questions such as "Why did this method work, or fail to work, today?" and "How can I improve it?" deepen reflection. In this way, active methods and open questions not only increase lesson effectiveness but also enhance the quality of the teacher's reflective analysis.

Practical Rules for Professional Development

Lesson analysis should be turned into a daily professional habit rather than a one-off act. For this, just five minutes of time and adherence to the following simple yet effective rules are sufficient (Table 3).

Table 3

Practical Rules of Professional Development

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Rule	Content	Expected result
Keeping a journal	After each lesson, devoting at least 5 minutes to writing answers to the questions "What went well?", "What was difficult?", "What will I change?"	Transformation of a random impression into systematic professional information
Feedback	Obtaining brief feedback from students	Objectivity of the analysis; the learner's perspective is taken into account
Comparison	Observing experienced teachers' lessons and comparing them with one's own style	Mastering new methods; identifying points of growth
Step-by-step approach	Improving only one aspect each time rather than all shortcomings at once	Sustainable, stress-free, and realistic improvement

The "Professional Burnout" Syndrome and Protection Against It

Teaching is a profession that demands a great deal of emotional energy. As a result of constant workload, emotional strain, and insufficient recovery, a state of "professional burnout" arises. In the International Classification of Diseases (ICD-11), adopted by the World Health Organization in 2019, burnout is defined as "a syndrome resulting from chronic workplace stress that has not been successfully managed", and it is designated not as a medical condition but as an occupational phenomenon.

According to the model of the psychologist C. Maslach, professional burnout manifests itself in three dimensions: emotional exhaustion, mental distancing from the work (cynicism), and a reduced sense of professional efficacy. It is important for the teacher to notice these signs in himself or herself early, since burnout develops not in a single day but gradually (Table 4).

Table 4

The Three Dimensions of Professional Burnout (C. Maslach's model / ICD-11)

Dimension	Essence	Manifestation in the teacher
Emotional exhaustion	Depletion of emotional and physical reserves	Constant fatigue, a feeling of "having no strength left for anything"

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Dimension	Essence	Manifestation in the teacher
Cynicism (distancing)	An indifferent, negative attitude towards the work and those around	Indifference towards students, performing the work merely as a formality
Reduced sense of efficacy	Doubt about one's own professional worth and potential	A feeling of "I am not a good enough teacher", weakening of motivation

The most effective way to prevent burnout is to notice it at an early stage and to monitor oneself regularly. For this, it is useful to ask oneself the following five questions at the end of each week:

- What was the most successful aspect of my lessons this week?
- In which situation did I feel difficulty, and what did I learn from it?
- What can I improve in the coming week?
- How am I maintaining the balance between work and personal life?
- Most importantly: how is my psychological state right now?

At the same time, preventing burnout depends not only on the teacher's personal efforts but also on the work environment. The following recommendations provide practical help at various levels (Table 5). If signs of fatigue, indifference, or low mood persist for a long time, it is necessary to turn to a specialist — a psychologist — for help.

Table 5

Strategies for Preventing Professional Burnout

Level	Recommended measures
Personal	Setting a clear boundary between work and rest; physical activity and sufficient sleep; abandoning the mindset of "I will do everything myself"
Professional	Planning tasks realistically and achievably; improving one aspect at a time; acknowledging even small achievements
Social	Exchanging experience with colleagues, mentoring, and mutual support; turning to a specialist for help when necessary
Organisational	Ensuring a fair distribution of workload, methodological support, and a healthy psychological climate within the institution

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Conclusion and Recommendations

Analysing one's own lesson and maintaining psychological resilience are two complementary practical skills. Systematic analysis develops the teacher step by step, while psychological resilience provides the energy and motivation necessary for that growth. Without one, the other cannot be sustainable in the long term.

The most important rule is that the purpose of lesson analysis is not to blame oneself or merely to seek out shortcomings, but to evaluate the situation objectively and to raise one's professional level consistently. Constant and harsh self-criticism, on the contrary, intensifies emotional exhaustion and accelerates burnout. For this reason, the analysis should be constructive and should also acknowledge achievements.

Proceeding from the above, the following practical recommendations are offered to teachers and mentors:

1) keep a written record of the five-minute reflective analysis and its conclusions after each lesson — this turns analysis into a systematic habit;
2) evaluate the lesson consistently using the "aim — process — result — conclusion — improvement" model, avoiding a one-sided, superficial verdict;
3) use active methods (critical thinking, problem-based and interactive learning, graphic organisers) and thought-provoking open questions in lessons — this enriches both lesson effectiveness and the material for analysis;
4) improve only one aspect at a time rather than all shortcomings at once — this ensures realistic and stress-free growth;
5) assess your own psychological state at the end of each week and keep a clear boundary between work and rest;
6) exchange experience with colleagues and mentors; if signs of fatigue or indifference persist, turn to a specialist for help.

In conclusion, the teacher's psychological health and emotional resilience are the principal guarantee of educational effectiveness. Only a teacher who is able to analyse himself or herself objectively and, at the same time, to preserve his or her emotional resources can achieve long-term, sustainable professional growth.

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