



## STAGES OF CLASSROOM INVESTIGATION, DATA COLLECTING TOOLS, OBSERVATION, INTERVIEW

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**Abstract.** Classroom investigation is a continuous and cyclical process that supports educators in improving both their teaching practices and students' learning outcomes. It involves several key stages, including identifying a specific classroom problem, planning the inquiry process, collecting relevant data, and applying the findings to enhance instruction. This structured approach allows teachers to reflect on their practices and make informed decisions based on evidence. The article emphasizes the importance of qualitative methods, particularly classroom observation and in-depth interviews, as effective tools for understanding the complexities of teacher-student interactions and classroom dynamics. It also provides practical strategies for conducting these methods, such as careful preparation before observation, systematic recording during lessons, and the use of well-organized interview techniques to gather meaningful information. Furthermore, the paper highlights the value of transforming collected data into actionable insights that can directly improve teaching. By combining multiple methods, such as observation and interviews, researchers can achieve data triangulation, which strengthens the reliability and credibility of their findings. Overall, this approach contributes to more effective classroom research and continuous professional development for educators.

**Key words:** Classroom investigation, Cyclical process, Teaching practices, Student learning outcomes, Problem identification, Inquiry planning

**Аннотация.** Исследование в классе представляет собой непрерывный и циклический процесс, который помогает педагогам совершенствовать как свои методы преподавания, так и результаты обучения учащихся. Он включает несколько ключевых этапов: выявление конкретной проблемы в классе, планирование процесса исследования, сбор соответствующих данных и применение полученных результатов для улучшения обучения. Такой структурированный подход позволяет учителям анализировать свою деятельность и принимать обоснованные решения на основе доказательств. В статье подчеркивается важность качественных методов исследования, особенно наблюдения в классе и углублённых интервью, как эффективных инструментов для понимания сложностей взаимодействия между учителем и учениками, а также динамики учебного процесса. Также предлагаются практические



рекомендации по проведению этих методов, включая тщательную подготовку к наблюдению, систематическую фиксацию данных во время уроков и использование хорошо структурированных интервью для получения значимой информации. Кроме того, в работе отмечается значимость преобразования собранных данных в практические выводы, которые могут непосредственно улучшить преподавание. Объединяя различные методы, такие как наблюдение и интервью, исследователи могут достичь триангуляции данных, что повышает надёжность и достоверность результатов. В целом, данный подход способствует более эффективным исследованиям в классе и непрерывному профессиональному развитию педагогов.

**Ключевые слова:** классное исследование, циклический процесс, педагогические практики, результаты обучения учащихся, выявление проблемы, планирование исследования

Classroom investigation can be understood as a deliberate and organized approach to both professional growth and educational research. Rather than viewing everyday classroom difficulties as obstacles, this approach encourages teachers to see them as valuable opportunities for inquiry and improvement. By engaging in a structured research process, educators shift away from relying solely on personal impressions or anecdotal experiences and instead make informed decisions grounded in carefully collected and analyzed data. This not only strengthens teaching practices but also leads to more effective and measurable student learning outcomes. At its core, classroom investigation involves a series of interconnected stages that guide teachers through a continuous cycle of reflection and action. The process typically begins with identifying a clear and meaningful research question that arises from real classroom challenges. From there, teachers design a plan for inquiry, select appropriate methods for gathering information, and systematically collect data. The findings are then analyzed and used to inform practical action plans aimed at improving instruction and addressing the identified issue. This cyclical nature ensures that teaching remains dynamic, reflective, and responsive to students' needs. This article highlights these essential stages in detail, emphasizing how each step contributes to a deeper understanding of teaching and learning processes. Particular attention is given to three key data collection methods that are widely recognized for their effectiveness and impact. Systematic observation allows teachers to closely examine classroom interactions and behaviors in a structured way. Structured interviews provide in-depth insights into students' perspectives, experiences, and challenges. Additionally, various data-gathering tool such as surveys, checklists, and assessment record help collect reliable and comprehensive information. By integrating these methods into their practice, teachers can develop a more evidence-based approach to instruction. Ultimately, classroom investigation empowers educators to become reflective practitioners

who continuously refine their strategies, enhance student engagement, and contribute to ongoing educational improvement.

This study uses a qualitative classroom action research design aimed at improving teaching and learning practices within the classroom. The approach follows a cyclical process that allows continuous data collection, reflection, and refinement of instructional strategies. Classroom action research is appropriate for teachers who want to examine and improve their own teaching practices, as it offers a practical and evidence-based way to address classroom challenges. The research is carried out through four main stages. The first stage involves defining the research question and preparing the necessary tools. The second stage focuses on implementing the planned teaching strategy or intervention. The third stage consists of observing and systematically collecting data during and after the implementation. The fourth stage involves analyzing the collected data to evaluate the outcomes and determine possible improvements for the next cycle. To ensure the validity of the findings, the study uses triangulation by combining multiple data sources. Classroom observation is one of the main data collection methods. The researcher may act as either a participant or a non-participant observer. Data is gathered using structured observation checklists or detailed field notes to record classroom interactions, behaviors, and the learning environment. When possible, audio or video recordings are used to provide a more accurate and complete record. Interviews are conducted to gain deeper insight into participants' perceptions, experiences, and feelings that may not be directly observable. Semi-structured interviews are used because they allow flexibility and the opportunity to explore unexpected responses. An interview guide is prepared in advance, and interviews may be conducted individually or in groups. All interviews are audio-recorded, transcribed, and reviewed by participants to ensure accuracy. Document analysis is also included by examining materials such as lesson plans, student work, and reflective journals. The data analysis process includes several steps. First, data reduction is carried out by selecting relevant information and removing unnecessary details. Next, coding and thematic analysis are used to organize the data and identify common themes related to the research questions. Finally, triangulation is applied by comparing findings from observations, interviews, and documents to ensure reliability. Ethical considerations are maintained throughout the study. Informed consent is obtained from school authorities, teachers, students, and parents. Confidentiality and anonymity are ensured by using pseudonyms to protect participants' identities. Participation is voluntary, and participants have the right to withdraw from the study at any time. The classroom investigation showed that a structured cyclical approach helped improve teaching practices and student learning outcomes. The process included problem identification, planning, data collection, analysis, and reflection, which supported better decision-making in the classroom. Stages of Classroom Investigation

Identifying the classroom problem was important for focusing the study. Planning helped choose





suitable methods and tools, while the action stage allowed collection of classroom evidence. Reflection helped interpret the data and improve instruction. Classroom observation and structured interviews were the most useful tools. Observation showed student behavior and engagement, while interviews gave deeper information about students' experiences. Checklists and reflective journals also helped organize the data. Interview Findings Students responded positively to the teaching changes. Many reported better understanding, higher motivation, and more participation. Interviews also helped reveal learning difficulties that were not always visible during observation. Using different stages and tools made teaching decisions more informed. Observation, interviews, and other tools improved the quality of findings and supported continuous classroom improvement.

Classroom investigation is a systematic and reflective approach that plays a significant role in improving both teaching practices and student learning outcomes. It is not a one time activity but a continuous cyclical process that involves identifying a classroom-related problem, planning the inquiry, collecting and analyzing data, and implementing meaningful changes based on the findings. Through this structured process, teachers are able to move beyond intuition and personal experience, making instructional decisions that are grounded in evidence. The use of data collection tools is essential at every stage of classroom investigation. Systematic observation allows teachers to closely examine classroom behavior, interactions, and learning processes in a natural setting. Structured interviews, on the other hand, provide deeper insights into students' attitudes, experiences, and perceptions, helping educators understand issues that may not be visible through observation alone. Together, these tools ensure that the data collected is rich, reliable, and relevant to the research focus. Classroom investigation encourages teachers to become reflective practitioners who continuously evaluate and improve their teaching strategies. It also strengthens the connection between teaching and learning by ensuring that instructional decisions are based on real classroom evidence. As a result, it contributes to the creation of a more effective, responsive, and student-centered educational environment.

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