

that learning to teach requires social interaction and social relationship. Lesson study is a meaningful and manageable level of analysis for investigating, constructing teaching and learning. During lesson study, the pre-service teachers were enthusiastically involved in scheming and sustaining the teaching experience. It was challenging in increasing their professional understanding and competences. Lesson study guided the pre-service teachers' prospective thinking, predicting possible problems, solutions, responses, and ways in which the pupil can react (Fernandez, 2002). Lesson study is the evidence of teaching improvement, where the pre-service teachers get an essential insight into how the student learns, what student restriction there are, and how they can interpret their ideas. Lesson study is a framework in which pre-service teachers can learn how to investigate the teaching and learning process.

## **Conclusion**

The research evidently indicated that lesson study inevitably built the pre-service teachers' pedagogical knowledge involving planning, preparation, teaching strategies, problem-solving, classroom management, questioning skills, and assessment. Lesson study improved and enhanced the pre-service teachers' experience by comprehensively focusing on all facets of school. Two things must be considered in lesson study for prospective teachers: open-mindedness in accepting criticism and confidence. Further research is needed to examine more deeply the sustainability problem for pre-service teachers and mental preparation of prospective teachers.

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