

**MICROTEACHING, AN EFFICIENT TECHNIQUE FOR LEARNING EFFECTIVE
TEACHING**

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Abstract

Teachers are an extremely important facet of any society for a multitude of reasons. Teachers are the people who educate the youth of society who in turn become the leaders of the next generation of people. Teachers are the people who are teaching children and imparting knowledge upon them in their most impressionable years, what these kids learn from their teachers at a young age will most likely stay with them in some facet for the rest of their lives. So, teachers certainly have a significant mark on the development of young children and even older children alike, as they are teaching them and helping them develop their knowledge so that they can go on in life and be responsible and productive members of society. Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. Microteaching can be practiced with a very small lesson or a single concept and a less number of students. It scales down the complexities of real teaching, as immediate feedback can be sought after each practice session. Knowledge acquisition, skill acquisition, and transfer are the three different phases of microteaching. Describes the various phases of microteaching. Knowledge acquisition phase is the preparatory, pre-active phase, in which the teacher gets trained on the skills and components of teaching through lectures, discussion, illustration, and demonstration of the skill by the experts. In the interactive, skill acquisition phase, the teacher plans a micro-lesson for practicing the demonstrated skills. This paper highlights on microteaching as an efficient technique for learning effective teaching.

Key words: *Microteaching, an efficient technique, learning, effective teaching & skill.*

Introduction: The art of teaching does not merely involve a simple transfer of knowledge from one to other. Instead, it is a complex process that facilitates and influences the process of learning. Quality of a teacher is estimated on how much the students understand from his/her teaching. The classrooms cannot be used as a learning platform for acquiring primary teaching skills. Training of school teachers in specific teaching skills is a major challenge in School education programs. The pedagogic skill for teaching can be acquired only through more

structured and cheaper faculty training techniques. Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. Microteaching can be practiced with a very small lesson or a single concept and a less number of students. It scales down the complexities of real teaching, as immediate feedback can be sought after each practice session. Knowledge acquisition, skill acquisition, and transfer are the three different phases of microteaching. Describes the various phases of microteaching. Knowledge acquisition phase is the preparatory, pre-active phase, in which the teacher gets trained on the skills and components of teaching through lectures, discussion, illustration, and demonstration of the skill by the experts. In the interactive, skill acquisition phase, the teacher plans a micro-lesson for practicing the demonstrated skills. The colleagues and peers can act as constructive evaluators which also enable them to modify their own teaching-learning practices.

Micro-Teaching: Concept and Meaning: Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee; to teach a single concept of content; using a specified teaching skill; for a short time; to a very small member of pupils.

In this way the teacher trainee practices the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill. A particular skill is defined to student –teachers in terms of teaching behaviors and the objectives which such behaviors are aimed at achieving. The advantages of micro-teaching as a training techniques are that it is a teaching in relatively simple and non-threatening context.

Micro-Teaching: Definition

According to Allen and Rayen(1969) : *“Micro-teaching is to be found in five essential proposition, the first of which is that micro teaching is real teaching but the complexities of normal classroom teaching are lessened. That there is a focus on training for the accomplishment of specific tasks, that allowance is made for increased control of practice and that the control knowledge of results or feedback dimensions is greatly expanded.”*

Micro-teaching is a scaled down teaching encounter in class size and class time.

1. Micro-teaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour and to practice teaching under controlled conditions.

2. Micro-teaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of 5-10 minutes encounter with a small group of real students, often with an opportunity to observe the result on video-tape.

3. Micro-teaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5-20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones.

Phases of Micro-teaching: Micro-teaching procedure involves three phases; 1. Knowledge Acquisition Phase. 2. Skill Acquisition Phase. 3. Transfer Phase of Micro-teaching. Let us discuss these phases one by one.

1. Knowledge Acquisition Phase : In this phase the teacher trainee learns about the skill and its components through discussion, illustrations and demonstration of the skill given by the expert. He/She learns about the purpose of the skill and the condition under which it proves useful in the teaching-learning process. His/her analysis of the skill into components leading to various types of behaviours which is to be practised. The teacher trainee tries to gain a lot about the skill from the demonstration given by the expert. He discusses and clarifies each and every aspect of the skill.

2. Skill Acquisition Phase: On the basis of the demonstration presented by the expert, the teacher trainee plans a micro-lesson, lesson for practising the demonstrated skill. He practices the teaching skill through the Micro-teaching cycle and continues his efforts till he attains mastery level. The feed-back component of micro-teaching contributes significantly towards the mastery level acquisition of the skill. On the basis of the performance of teacher trainee in teaching, the feedback is provided for the purpose of change in behavior of the teacher trainee in the desired direction.

3. Transfer Phase of Micro-teaching: After attaining mastery level and command over each of the skills, the teacher trainee integrates all these skills and transfer to actual classroom teaching is done during this transfer phase.

Components of Micro-Teaching: The involvement of the following component in micro teaching is necessary. In the absence of any component the success of this technique is doubtful.

1. Micro-teaching Situations: Micro-Teaching consists of size of the class, length of the content and teaching method etc. There are 5 to 10 students in the class and the teaching period ranges from 5 to 20 minutes. The content is presented in a unit.

2. Teaching skill: The development of teaching-skills of the student's teachers is provided in the training programme such as lecturing skill, skill of black-board writing, skill of asking questions etc.

3. Student Teacher : The student who gets the training of a teacher is called student- teacher. During training his various capacities are developed in him, such as capacity of class management, capability of maintaining discipline and capacity of organizing various program of the school etc

4. Feed-back Devices: Providing feedback is essential to bring changes in the behavior of the students. Feedback can be provided through videotape feed-back questionnaires

5. Micro Teaching Laboratory: Necessary facilities to feedback can be gathers in microteaching laboratory.

The six steps generally involved in micro-teaching cycle are; Plan, Teach, Feedback Re-plan ,Re-teach, Re-feedback. There can be variations as per requirement of the objective of practice session.

1. Plan : This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analysed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill are possible.

2. Teach: This involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualised in the planing of the activities, the teacher should modify his/her behaviour as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

3. Feedback: This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

4. Re-plan : The teacher trainee replans his lesson incorporating the points of strength and removing the points not skilfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

5. Re-teach: This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

6. Re-feedback: This is the most important component of Micro-teaching for behaviour modification of teacher trainee in the desired direction in each and every skill practice.

Teaching is a complicated process but it can be analysed into simple teaching tasks called teaching skills. 1. Teaching skill is the set of behaviours/acts of the teacher which facilitates pupils' learning. 2. Teaching is observable, definable, measurable, demonstrable and can be developed through training. 3. Micro-teaching is a teacher training technique which plays a significant role in developing teaching skills among the pupil teachers. 4. The procedure of micro-teaching involves the following steps : Plan →Teach →Feed-back →Re-plan →Re-teach →Re-feedback. These steps are repeated till the pupil-teacher attains mastery in the use of the skill. 5. The micro-teaching cycle consists of all the steps of micro-teaching. 6. For practising teaching skill the setting of micro-teaching involves: i single skill for practice ii. one concept of content for teaching iii. a class of 5 to 10 pupils iv. time of practice 5 to 10 minutes v. Systematic use of feedback plays a significant role in the acquisition of the skill upto mastery level. vi. After the acquisition of all the core skills it is possible to integrate them for effective teaching in actual classroom-situations.

Conclusion: Micro-teaching works as a focused instrument which helps to practice essential teaching skills safely and effectively at any age. Micro-teaching as an Efficient Learning Technique for Effective Teaching. Learning is a change in behavior, which is brought about by activity, training, or experiencing at any age. When the learner is more experienced, learning becomes more effective. The most important quality of the participants of microteaching sessions is the ability to give and receive constructive feedback with an open mind and achieves appropriate teaching-learning goals. In addition, it increases self-confidence of teacher in an atmosphere of friendliness and equanimity.

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