

MICROTEACHING: AN EFFICIENT TECHNIQUE FOR DEVELOPMENT OF TEACHER TRAINEE PROGRAMME

DEEPIKA PANDIT*

*Asst. Lecturer of Mathematics, College Of Education, Morigaon (Assam)

ABSTRACT

The teacher occupies a pivotal position in the whole process of teaching and learning. In spite of the development of new types of mechanical teaching aids and in spite of an increasing emphasis on pupil-centered education, it is still a fact that it is the teacher who, after all has been said and done, can make the whole teaching learning process living, interesting and useful. With the improvement of science and technology, the teacher education programme plays an important role in the total education system. Experimental teaching and learning method have been consistently demonstrated to achieve better result than traditional lecture based technique. Microteaching is a concept of developing the teaching technique according to a developing media like videotaping and a combination of student feedback. Microteaching is applied most extensively and it is one of the most recent innovations in teacher education programme which aim to modify teacher's behavior according to the specified objectives. This paper tries to trace out the importance of Microteaching in preparing efficient classroom teachers and its application in teacher trainee programme.

KEYWORD: *Microteaching, peer teaching, teaching skills*

INTRODUCTION

The quality of education depends on the quality of teaching and also teachers. The quality of teacher can be enhanced by constant training. It is also depends on the way in which they had received from teachers training institutions. Essentially training is a continuous process which can help the teacher to develop knowledge, skills, attitude and behavior through effective instruction, demonstration, practice, planned experience and better evaluation procedures and techniques. If our teachers are going to shape the destiny of our nation, the teacher education should be developed and it is influenced by the effective technique of training for teachers.

Microteaching is a technique which is used to develop the skill to teach various subjects effectively in schools. It is an approach which is frequently used in teacher training programme to improve various skill of teacher so that they can teach effectively various subjects in school.

MAJOR DRAWBACK IN TEACHER TRAINING

Teacher training is a process does not operate in a vacuum. It is necessary to provide planned experiences in training institute so that optimum human development according to the needs of a particular country is possible. Being a teacher is a very difficult job. A teacher have to deal with children from all sorts of background with all sorts abilities, but , the practical thing is that, the children are there, the teacher are there, the school is there and for good of the children and the good of the society, a teacher need to be educated.

But, in today's society there is a great deficiency of a well trained teacher in our educational institutions. Here, whatever the trainee has learnt about the theory and principles of teaching, the trainees do not know how exactly they should translate them in their classroom teaching and this itself is a great dilemma to them. The trainees are required in actual practice to face more about 70 to 75 pupils in the classroom. The condition of teacher trainee always quite miserable. The trainee enters into the classroom directly with trembling legs and palpitation in the heart .He/she is not at all confident whether the effective communication is possible. Due to these all such difficulties the trainees develop deep negative attitudes towards teaching and hence they do not want to face the class. Hence, it becomes completely impossible for the trainees to acquire the desired level of teaching.

To overcome these drawbacks of the practice teaching programme, a new way emerged and that is, Microteaching. Microteaching acts as a platform for the new entry level teachers. Thus, the need to find out a proper solution for removing the defaults in the existing practice programme was fulfilled and Microteaching arrived on the scene with a view to solve the varied problems.

Microteaching is a significant effort to make teacher education programme scientific, effective and meaningful. Microteaching is an innovative technique of teacher training. It is a process of subjecting samples of human behavior to 5R's of video tape-----recording, reviewing, responding, refining and redoing. It imparts intensive training in the component skills of teaching to the trainees.

SIGNIFICANCE OF MICROTEACHING FOR TEACHER TRAINEE PROGRAMME

Regarding the significance of Microteaching, Ryburn says, "Teaching is a relationship which helps the child to develop his powers". There are various methods or techniques to develop the powers of the child to modify teacher's behavior viz, microteaching, stimulated teaching, interaction analysis and programmed instruction. Out of all these methods, Microteaching provides training of teaching skills to the student teacher under the controlled conditions.

Stimulated teaching is a role play technique, which includes microteaching technique artificial situation instead of real situations. Interaction analysis is an observation which takes place between the teacher and the pupils to identify the complete behavior of the teacher in his entire teaching process instead of observation of one skill. Programme instruction is a self-study package, which does not observe the teaching skills. But Microteaching is a technique which develops the particular required skills in real situations to facilitate perfection in teaching.

WHY MICROTEACHING?

Most of teachers often do not receive a special training in pedagogic techniques, as it is usually not considered necessary for their recruitment or for an efficient continued performance. Their ability to teach therefore largely depends on self training, either by trial and error while teaching or by observation of colleagues, who may or may not be helpful examples.

Getting in front of students is a trying experience for a budding teacher. One may earnestly prepare him or herself by reading books about teaching methods, attend lectures and take courses on didactics. In theory everything seems to be simpler but practically it is not as simple as theory. The complexity of a teaching is increasing day by day. To deal with it effectively, teachers must not only a good knowledge of the subject matter in hand, but also some communication skills such as ability to observe, supervise, lead a discussion and pose questions. Furthermore, a teacher should be aware of how students perceive him or her. This perception is sometimes quite different from the teachers self image. It is difficult to self assess one's own abilities and we benefit from our colleagues feedback to recognize our strength and identify areas for possible improvement. Evaluation of teaching by students is becoming a common practice, and a constructive feedback could be an effective way to improve one's rating as a teacher. Even the experienced educators may sometimes reflect about strengths and weakness of their teaching style.

APPLICATION OF MICROTEACHING FOR EFFECTIVE CLASSROOM TEACHING

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 with significant reduction in teaching complexities with respect to the number of students in a class, scope of content, and timeframe, etc. Effective student teaching should be the prime quality of a teacher. Microteaching is an excellent way to build up skills and confidence, to experience a range of lecturing styles and to learn and practice giving constructive feedback. Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various tasks called teaching skills. Microteaching helps real time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the teacher to improve the art of teaching to the maximum extent.

The art of teaching involves simply transfer of knowledge from one to another. Instead, it is a complex process that facilitates and influences the process of learning. Quality of teacher is estimated on how much the students understand from his/her teaching. Microteaching can be practiced with a very small lessons or a single concept in mathematics and a less number of students. It scales down the complexities of real teaching, as immediate feedback can be sought after each practice session. Now, today modern day multimedia equipment such as audio – video recording devices has played a key role in teaching-learning process. Microteaching increases self-confidence, improves the in-class teaching performance, and develops the classroom management skills. There is an increase in toward introducing microteaching technique in the Indian schools. This training technique provides trainees an excellent opportunity to improve their teaching skills and follows the Skinner's Theory of operant conditioning and also has the quality and competency of teachers can be improved by effective educational training programme.

In this context, according to Allen and Ryan, Microteaching has the following characteristics:

- (a) It is a real teaching situation.
- (b) It reduces the complexity of the real classroom teaching situation in terms of the number of students, the amount of learning contents.
- (c) It emphasizes training for mastery of teaching activities such as skills, technique, methods and curriculum selection.
- (d) It offers better control over practicing teaching activities because many factors easily can be manipulated to attain the greater degree of control in the training program.
- (e) The feedback dimension is expanded considerably because the student can receive meaningful feedback immediately after his performance, and with the help of a variety to technological teaching media as well as observation and interaction analysis instrument can take the opportunity to improve his performances in light of the feedback provided.

Hence, microteaching is an instrument for teacher training. It offers the student the opportunity to practice teaching activities under controlled conditions such that the complexity of the real teaching situation.

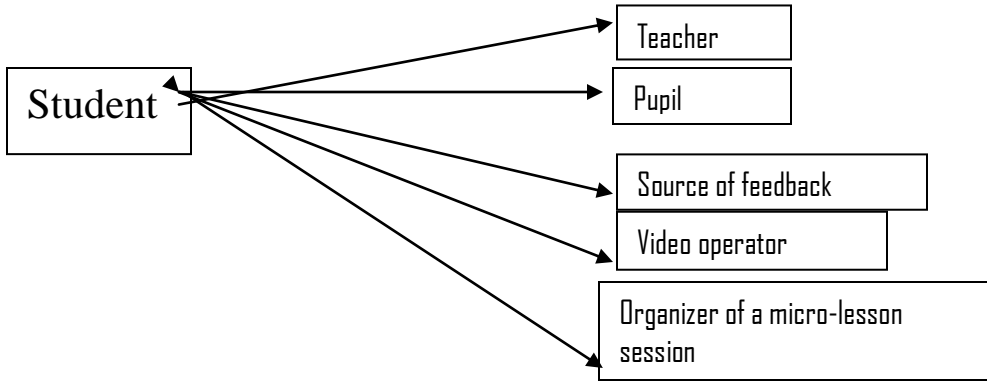


Fig: FUNCTION OF STUDENT IN MICROTE-ACHING

PHASES OF MICROTEACHING

Knowledge acquisition, skill acquisition, and transfer are the three different phases of microteaching.

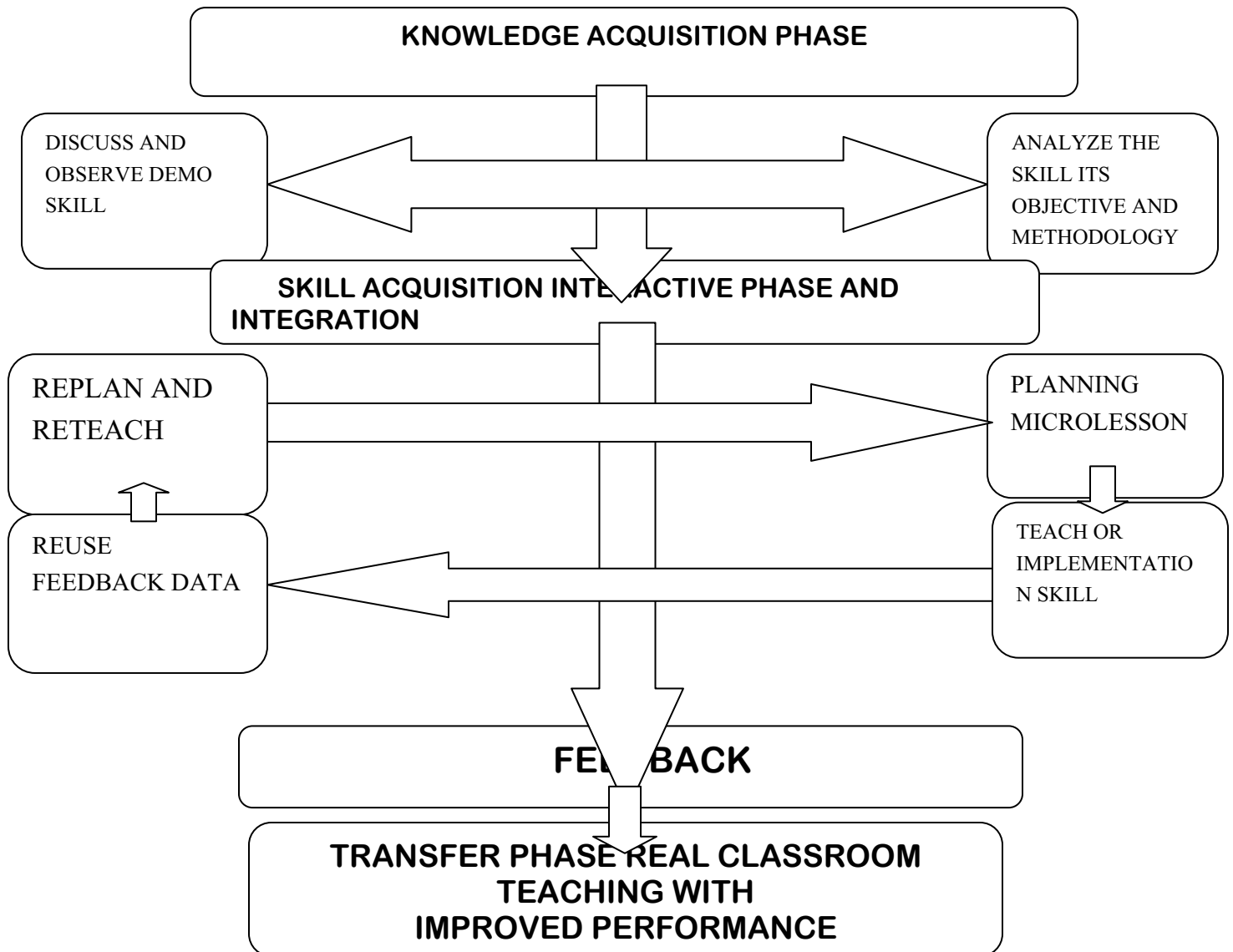


FIGURE: VARIOUS PHASES INVOLVED IN MICROTEACHING ACTIVITY

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 skill by the experts.

In the 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. The teacher can reinforce behavior and skills that are necessary and extinguish that are not needed. Ultimately they can integrate and transfer this learned skills from stimulated teaching situation to real classroom teaching

VARIOUS STEPS IN MICROTEACHING IN TEACHING PROCESS

The steps in microteaching cycle can be listed under-----

1. Lesson Planning: This step involves selection of the skill to be practiced, awareness of the component of the skill, selection of suitable concept in subject matter and writing micro-lesson plan.
2. Teaching: The trainee teaches the lesson plan in the microteaching setting. NCERT suggested the following setting for microteaching-----

Time----- 6 minutes

Number of students-----5 to 10; peer group

Supervisor-----Teacher educator and /or one or two peers

The lesson is being observed by the teacher supervisor or peers or videotape or audiotape.

3. Feedback: The observer analyzes the performance and discusses it with the teacher trainee on the basis of their rating using the appraisal guide. The feedback should focus on specific behavior related to the model of the teaching skill. The supervisor can reinforce effective behavior and draw attention to other behavior modifications necessary for mastering the skill.
4. Replan: In the light of the feedback received from the supervisor and peer observer the teacher trainee replans his/her micro lessons by writing another micro lessons or modifying the existing one.
5. Reteach: The teacher trainee reteaches the revised lesson to another, but comparable group of students. The supervisor checks to see whether there is any improvement in skill attainment.
6. Refeedback: The supervisor assesses the lesson once again and provides the feedback to the trainee. This process repeats till the teacher trainee acquires the required level of competency.

The duration of the Indian Model of Microteaching as recommended by NCERT is 36

Minutes as follows:

Teaching session -----	6 min
Feedback session -----	6 min
Re-plan session -----	12 min
Re-teach session -----	6 min
Re-feedback session -----	6 min

Total duration of microteaching cycle ----- 32 min

Microteaching focuses on the modification of behavior and improvement of interaction process involved in teaching learning process, the teacher trainee can handle classes more effectively in real teaching. This module has attempted to throw some light on the microteaching and its uses. Microteaching helps in reducing the complexities of the normal classroom teaching. This helps the teacher trainees gain more confidence in real teaching.

RELEVANCE OF MICROTEACHING IN THE FIELD OF TEACHING

The microteaching technique was established in the early 1960s as a means for instructors to improve teacher's effectiveness. The technique involves the recording of small teaching events for later review and critique. As a tool for teacher preparation, microteaching trains teaching behavior and skills in small group settings aided by video-recordings.

A microteaching technique is much more comfortable than classroom teaching, because it eliminates pressure resulting from the length of the lecture, the scope and content of the matter to be conveyed, and the need to face large numbers of students, some of whom may be inattentive or even hostile. Another relevance of microteaching is that it provides skilled supervisors who can give support, lead the session in a proper direction and share some insights from the pedagogic view. Microteaching considers the trainees capacities by allowing him to select the content of the lesson from the area of his greatest competence.

Microteaching reduces the complexities of normal classroom teaching, thus allowing the teacher to concentrate on the acquisition of a teaching skill. Microteaching provides a setting in which the trainee can teach students of varying backgrounds, intellectual capacities, and age group before facing a class during his student or in turn teaching. It makes teachers more aware of their own teaching style and helps them understand how to improve them.

“Practice makes man perfect” this old saying has always proven true no matter what profession we will choose and the same can also be said for teachers. Microteaching helps the teachers to improve their craft by

allowing them to practice in a nurturing environment. At the same time, strengths and weakness in their teaching style can be discovered, allowing them to make adjustments and to improve their performance.

ADVANTAGE OF MICROTEACHING APPROACH ON TEACHER TRAINEE PROGRAMME

Compared with other kinds of teaching, microteaching is short. Thus, being different from other classroom designs of teaching, teaching design and analysis must not be implemented according to macro structural elements when teaching is carried out.

Basic pattern of microteaching is preparation, trial teaching, preparation & trial teaching. When microteaching is applied to teach any concept or topic, it is essential to follow theories to learn things and achieve the following work, such as making teaching context, writing teaching plans, role play and feedback evaluations, in order to decompose teaching process into corresponding small teaching skills.

The trainee get many opportunities to study the desired of behavior through a tape or film of teaching models or a demonstration given by the supervisor. A microteaching laboratory appears to possess all the inherent features of the real classroom. As teaching is performed under stimulated conditions with a small peer group, the teacher trainee does not have any inhibitions. Microteaching helps build up confidence step by step, provides, continues reinforcement to the teacher-trainees performance and improves his teaching behavior. A good micro lesson prepares the way for a macro-lesson.

The use of microteaching technique by the B.Ed student/teachers has proved beneficial in many ways. Microteaching is a more effective technique as compared to interaction analysis and conventional approaches regarding modification of teaching behavior. A study done by Passy and Shah shows that microteaching was effective in developing the skills of questioning, reinforcement, silence and non-verbal cues and illustration and use of examples. Microteaching allows for the increased control of practices. In the practice setting of microteaching, the ritual's of time, students, method of feedback and supervision and many other factors can be manipulated. As a result a higher degree of control can be built into the training programme. Microteaching is a useful innovation in teacher education programme. It helps to reduce strain on practicing school and also it helps in creating more interest and enthusiasm towards teaching. Microteaching helps the teacher to prepare in better way. Hence, Microteaching is one of the significant efforts to make teacher education programme scientific, effective, and meaningful. It is considered one of the most important developments in the field of teaching practiced in many countries.

CONCLUSION

The question of effective teacher training has always been one of the big problems in teacher education. To overcome this problem the concept of different learning methodology is made. In this context, we can say that Microteaching is an organized skill of teaching. It provides teacher confidence, support, and feedback by letting

them try out among friends and colleagues in a short interval of time. Microteaching lesson is planned in a systematic and logical sequence. Microteaching encouraged the students and also motivates them towards teaching. The microteaching concept helps the teacher to develop their teaching method to a greater extent and also helps the students to make the understanding level high in a short time. The concept is developed under a conceptual framework and applied according to the experimental design by the researcher. The main limitation of this method is the time but the method is very helpful for effective teaching.

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