



MICRO-TEACHING SKILLS FOR COMPETENCY DEVELOPMENT OF TEACHER

Dr. Prashant B.Pagare

Department of Education, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (MS) India.

Abstract

The most important component of a professional training programme is learner centred education with the help of practical experiences and it aims to prepare individuals to the position of supervisors, administrators and trainers of teachers. Therefore, it must have a strong component of practical activities..

Micro-teaching as ' a specific teacher training technique through which trainee practices the various teaching skills in a specific situation with the help of feedback with a view to increase the students' involvement.' Specific situation means small time to practice (5-7 minutes), small number of pupils (5-7) and small length of practicing material. In Micro-teaching there are several specific skills i.e. Introducing the topic, Questioning, Dealing with answers, Stimulus variation, Use of the black-board or the chalk-board, Handling of teaching aids and other equipment's, Non-verbal cues, Reinforcement, Use of illustrations and examples, Expositions or lecturing, Explanation, Encouraging group discussion, Planned repetition, Teacher liveliness, Closure. The present paper highlights on various practices adopted in the workshop of Micro-teaching Program and this intervention generates various Micro-teaching skills which are important for classroom interaction. It play a vital role for preparing well skilled competent, effective and perfect teachers.

Key Words: Micro-Teaching, Practical Activity, Academic Development.

INTRODUCTION

The most important component of a professional training programme is learner centred education with the help of practical experiences and it aims to prepare individuals to the position of supervisors, administrators and trainers of teachers. They play the role of manager of the classroom instruction, facilitator and resources manager, designer and organizer of pupil evaluation, researcher, innovator, planner and organizer of co-curricular activities, monitor and counsellor of students, service provider for the community and parents. Therefore, it must have a strong component of practical activities. Therefore teacher education and training Institutes should emphasis on workshop of Micro-teaching Program for academic development.

Micro-teaching: The term micro-teaching was first coined at Stan-ford University in 1963, and was developed by the college of education as an experimental teacher education program supported by Ford Foundation. The purpose of micro-teaching was to give prospective interns as much practice in teaching as possible under controlled conditions before they began their year of internship. Microteaching is one of the training techniques under laboratory conditions.

The first micro-teaching clinic was held during Stan-ford University in Summer Session 1963. The trainees were divided into two groups. One group was given the Stan-ford pre-internship program including observation of teaching. The other worked in the micro-teaching clinic. The total act of teaching was broken down into several specific skills : 1) establishing set, 2) establishing appropriate frame of references, 3) achieving closure, 4) using question effectively, 5) Recognizing and obtaining attending behaviour 6) control of participation, 7) providing feedback, 8) employing regard and punishment and 9) setting a model.

According to Mitra, S. K.(1978) "The success of any educational reform depends on the quality of teacher which, in turn, depends to a large extent on the quality of the teacher education program. In our case educational reforms being urgent, it is essential to develop national consciousness regarding necessary improvements to be brought about in teacher education".

According to Allen and Ryan (1968) Micro-teaching as a scaled down teaching encounter, scaled down interns of class size, lesson length and teaching complexity. It has been described as a system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled conditions.

Sharma (1981) defined micro-teaching as ' a specific teacher training technique through which trainee practices the various teaching skills in a specific situation with the help of feedback with a view to increase the students involvement.' Specific situation means small time to practice (5-7 minutes), small number of pupils (5-7) and small length of practicing material



CHARACTERISTICS OF MICRO-TEACHING

- It focuses on developing skills
- It is highly individualized training device
- It is scaled down teaching
- It reduces the teaching skill.(single skill)
- Only one teaching skill is considered at a time.
- It reduces the size of topic or content.
- It reduces the duration of period 5-7min
- It reduces the class size
- The number of students are less.(5-7 students)
- The content is divided into smaller units which makes the teaching easier.
- There is a provision of immediate feedback.
- In micro teaching cycle, there is facility of re-planning, re-teaching and re-evaluation.
- It puts the teacher under the microscope
- All the faults of the teacher are observed.
- The problem of discipline can also be controlled.
- It provides feedback for trainees performance for prepare effective teacher.

MICRO-TEACHING SKILLS: a teaching skill is a set of teacher's behaviour which helps in bringing about changes in pupils effectively. Allen & Ryan (1969- Stanford University, USA) described fourteen general teaching skills that can be applied at many level, for different subjects:

1. Stimulus Variation
2. Set induction
3. Closure
4. Silence and non-verbal cues
5. Reinforcement of student participation
6. Fluency in asking questions
7. Probing questions
8. Higher order questions
9. Divergent questions
10. Recognizing attending behavior
11. Illustrating and use of examples
12. Lecturing
13. Planned repetition
14. Completeness of Communication

SOME MAJOR SKILLS ARE DESCRIBED BELOW

1. **Introduction Skill:** how a teacher introduce a new lesson is important aspect of teaching. The skill of introducing a lesson involves establishing rapports with the learners, promoting their attentions, and exposing them to essential contents. When a teacher introduces a lesson or unit he gives a brief introduction about the lesson as unit in order to focus the pupil's mind towards it. Pupil's learning of new lesson or largely depend on the way of the lesson introduced.

Components of Introduction skill-

- a) Preliminary Attention Gaining:
The beginning of a lesson, pupils are found not to be attentive and mentally prepared for learning. They may be thinking something else too. In such situation, the primary duty of a teacher is to create desire for learning among the students.
- b) Use of previous knowledge: Use of previous knowledge is a must, because it helps to establish an integration between the pre-existing knowledge of the learner and the new knowledge that the teacher wants to impart him. It's refers to the learner's level of achievements before instruction begins.
- c) Use of Appropriate Device: The teacher should make use of appropriate devices or techniques while introducing a lesson. i.e. dramatization, pictures, Maps, models, audio-visual aids etc.



d) Ask preliminary questions to Link with new topic: After preliminary questions and introduction, teachers should establish a link of previous knowledge with present topic.

2. Skill of Explanation: To present the subject content in the simplified form before the pupils and making it acquirable is known as Explanation Skill.

Components of explanation skill:

- a) Clear beginning statement: when teacher starting any explanation before, the teacher should make the pupils aware of what he is to teach on that day through a clear beginning statement.
- b) Lack of Irrelevant Statement: when teacher explain any subject content, only the concerned statements should be used.
- c) Fluency in Language: The teacher should use such fluent language that the pupils may listen and understand the thoughts of the teachers.
- d) Connecting Links: This technique is used primarily to explain the links in statements with 'so', 'therefore', 'because', 'due to', 'as a result of', 'in order to' etc.
- e) Use of Proper Words: The teacher should use proper words for explaining an object or an event otherwise he would be in a state of confusion.

3. Skill of Questioning: questions are those which help the pupils to think in depth about the various aspects of the problem. By asking such questions again, the teacher makes the pupils more thoughtful. Teachers enable the pupils to understand the subject deeply.

Components of Questioning Skill

- a) Structure of question: the questions should be grammatically correct, specific, concise and discuss relevant topic.
- b) Techniques of questioning: 1) Question Should be asked in a natural and interested conversational tone of voice. 2) Distribute the proper question 3) Avoid purposeless questions 4) Avoid Ecotype questions 5) Each question should be in proper sequence 6) To stimulate thinking 7) To develop appreciation 8) To create mindset 9) To test objectives taught 10) To discover status of group learning 11) Questions may be use for drill purposes
- c) How to prepare question: 1) Questions should be grammatically correct 2) Questions should be concisely stated 3) Questions should be clear 4) Questions should be required thought 5) Questions should not be ambiguous 6) Questions should be adapted to age & ability of the students 7) Questions should avoid 'yes' or 'no' response 8) Questions should involve single ideas 9) Questions should reflect a definite purpose 10) Questions should be relevant & pertain of the topic
- d) Process of questioning: 1) question should ask with proper speed and pause 2) fluency in asking questions and also audible voice 3) style of asking question may be pleasant and friendly 4) Prompting: When a pupil expresses his inability to answer some question in the class or his answer is incomplete, the teacher can ask such questions which prompt the pupils in solving the already asked questions. 5) Refocusing: When the teachers ask the same question from other pupil for comparison.

4. Skill of Stimulus Variation: Stimulus variation is described as deliberate change in the behaviors of the teacher in order to sustain the attention of his learners throughout the lesson. Stimulus variation determines teacher liveliness in the classroom.

Components of Stimulus Variation Skill

- a) Body Movement: The physical movement of the teacher in the class is to attract the attention of the learners. Suddenly body movement and stopping the same helps in gaining learner's attention at high level. The teacher without these activities is like a stone-idol. Excess movement is undesirable.
- b) Gestures: Gesture involves the movements of the head, hand, and facial gestures i.e. laughing, raising eyebrows, emotions, etc. signals. This technique helps the teacher to be more expressive and dynamic in presenting his lesson in the class.
- c) Change in Voice: Teacher should bring fluctuations in his voice. The pupils feel boredom with the speech at the same pitch, and pupils get deviated from the lesson or content or presentation.
- d) Focusing: Focusing implies drawing the attention of the learners towards a particular point which the teacher wishes to emphasize. Such technique involves verbal focusing, gestural focusing, or verbal-gestural focusing.



- e) Eye-contact and eye-movement: Both the eye-contact and eye-movement play very important role in conveying emotions and controlling interaction between the teachers and taught. In a classroom situation, this technique implies that the teacher should maintain eye-contact with the learners in order to sustain the attention of the latter.
- f) Pausing: Pausing refers to short and deliberate intervals of silence used while delivering ideas, explaining, lecturing, etc. Deliberately use of short pauses help the teacher to attract and sustain the attention of his learners. But too long pauses may be irritating.

5. Skill of Black-board/White Board Writing: Black-board writing is very important skill for the teacher. Black board is properly used help a lot in making most difficult problems clear. , A good blackboard work brings clearness in perception and the concepts being taught, and adds variety to the lesson or content or presentation..

Components of stimulus variation skill

- a) Plan of writing: the work should be planned ahead by the teachers what is to be presented on the back board
- b) Legibility for Easy to read: A legible handwriting on the blackboard draws the attention of the learners. The teacher should see that a clear distinction is ensured between every letter, adequate space is maintained between individual letters and words.
- c) Size of letter: The size of the letters written by the teacher should be write on the board uniform and large letter to be read from the last row i.e. adequate size of letters, appropriate distance in letters and neatly.
- d) Correctness: While constructing sentences on the board, the teacher should be careful about correct spelling, punctuation, grammar, etc
- e) Highlight or Underline of the Main Points: The main points or words written on the board should only be highlighted or underlying them. Colored chalks/markers should be used suitably for the purpose of drawing the learner attention to those main points that need to be highlighted too.
- f) Contact with Pupils: At the time of writing teacher should maintain eye-contact with his learners. It is necessary for controlling interactions, maintaining disciplines, sustaining attentions of the learners.
- g) Utilization of the Space: For the proper utilization of the space important words or statements should be written on the board. Overwriting on the letters should be avoided as it makes the blackboard work untidy.
- h) Position of the Teacher: The position of teacher should not be in between the learners and the blackboard.
- i) Contact with Pupils: The teacher, at the time of writing on the board, should maintain eye-contact with his learners. This is necessary for controlling interactions, maintaining disciplines and sustaining attentions of the learners.

MICRO-TEACHING PROCESS

Microteaching is teacher training procedure which reduces the teaching situation to a simple and more controlled encounter achieved by limiting the practice to a skill.

- Defining the Skill
- lesson Planning
- Teach the lesson
- Discussion & feedback
- Re-planning
- Re-teaching
- Re-discussion
- Repeat the cycle

MICRO-TEACHING CYCLE

Planning (Micro Lesson Plan) teaching feedback re-planning (Micro Lesson Plan) re-teaching re-discussion & re feedback

Advantage

- It is more manageable than classroom teaching
- It develops confidence by practice T.
- Micro-teaching helps in improving methods
- Micro-teaching helps in improving the way of analyzing pupil learning
- It provides immediate feedback
- One skill learnt at a time



- It offers opportunity to practice of a real lesson
- Evaluation procedure of a micro-lesson
- Is more precise, objective & acceptable.
- It helps the trainees to develop the various skill
- It is helpful in improving teaching

LIMITATIONS

1. Under simulated conditions does not affect the development of general teaching skill.
2. It is time –consuming.

CONCLUSION

The micro-teaching Micro-teaching Program and this intervention generate various Micro-teaching skills which are important for classroom interaction. It's play a vital role for preparing well skilled competent, effective and perfect teachers.

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