

Effective Teaching Competency with Micro Teaching

Dr. Shivpal Singh

Principal

Dewan Institute of Management Studies

College of Education, (Ch. Charan Singh University)

Delhi-Mausoori Road, ByPass, Paratapur

Meerut (Uttar Pradesh)

INTRODUCTION

Qualitative education plays an important role in technological advancement. When we talk about qualitative education, we think to competent teachers, who impart education. Therefore, to prepare competent teachers, teaching technology has developed pre-service and in- service teacher education programmes. Now, there is a demand for competent teachers at all levels of education and the teacher education programmes, claiming production of competent teachers must be judged by the degree to which it develops competencies, skills and activities needed for successful functioning of teachers.

The standard of education of a country largely depends on the quality and competence of the teachers of that country and this quality and competence of the teachers depends on the teacher education programme. Thus to make significant development of a nation, we have to look towards the teachers. The teacher needs to be conceived as a 'change agent' for which they may be well acquainted and informed about day to day development because efficiency of an educational system is primarily determined by the efficiency of teachers. The **Education Commission (1964-66)** have pointed out that, "off all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant."

To prepare an efficient teacher is a challenging task today. Previously, it was thought that teacher are born not made but now recent researches in this field proved that efficient and competent teachers can be produced by modifying their behavior. The purpose of the teacher education programmes is to prepare effective and competent teachers. 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 programme.

The success of teacher education programme depends on developing a skill to identify different teaching objectives, attitude and patterns of teaching behavior among the college students, who have been preparing to enter the teaching profession. The success also depends on enabling the student teacher to perform certain teaching behavior patterns, string them together into strategies of classroom instruction and carry them out to compare different patterns of his own teaching behavior and different strategies of teaching in terms of its consequences.

Proper training to teacher is of great importance in improving the quality of education. The process of improvement in teacher education programme is in progress in our country, but these improvements are marginal in nature. It is now, generally realized that researches must be directed towards the improvement of present day teacher education programmes. The training of teachers demands our urgent attention. In a rapidly changing world, the old system of teacher training no longer seems to meet the requirements of our schools and the society. The problem is of quality and efficiency of our teachers. How can a teacher do a better job of

teaching is the main problem. The solution for the improvement of teaching in our schools is to turn out effective teachers from our teacher training institutions. The minimum requirement of any teacher training programme is that it should enable the trainee to acquire the basic skills and competence of a good teacher.

An effective teacher guides the learning activities of the children so that they may learn. A teacher as a professional develops certain skills to use his knowledge to organize, encourage and assist certain generally approved skills of learning. This involves a careful study of his own behavior in some systematic and objective manner, so that the teacher may gain deep insight into his own pattern of influence. There are various techniques to modify the teacher behavior, which are emphasized and implemented during teacher education programme for prospective and in-service teachers to make them competent and effective.

The Education Commission (1964-1966) have stated “Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions..... First rate teacher training institutions can thus play a crucial role in the development of education.”

“**National Policy on Education 1986** has stressed the need for a wider perspective in education and resource based learning strategies. It has broadened the scope of curriculum and enriched learning skills. This enhanced responsibility can be adequately performed only when teachers are equipped with requisite professional competencies. The teacher education programs, as they are, do not adequately develop the mastery of such competencies. It has, therefore, been emphasized that innovative approaches may be inducted into teacher training to sharpen the teaching competencies in both pre-service and in-service teachers.

At present in teacher training intuitions, the student teachers are trained through traditional approach of teaching and measurement of the extent to which the trainee acquires a skill in particular and general teaching competence is very vague and unscientific. Hence in order to make teacher education programme effective and to bring qualitative improvement, some other technique or approach should be adopted so that the opportunity for the development of various skills among teachers may be increased. Micro-teaching which is one of the recent innovations in teacher education may be an answer of our problem.

A good teacher is at first a good individual. He is also learned and trained individual. We are, however, convinced that the most important factors in the contemplated educational reconstruction is the teacher – his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in i

Teaching Competency:

According to some authors teaching competency includes knowledge, attitude, skill and other teacher characteristics (**Haskew, 1956, Wilson, 1973**).

Some others perceive teaching competence as teacher behaviors that produce intended effects (**Medley and Metzel, 1973, Biddle, 1974**).

Rama (1979) defines teaching competency as, “the ability of a teacher manifested through a set of overt teacher classroom behaviors’ which is a resultant of the interaction between the presage and the product variables of teaching within a social setting”. Considering the definition of the term it may pointed out that teaching process is determined by knowledge, a set of abilities, attitudes and skills (presage variables) which in term determine pupil outcomes. Thus, the term “teaching” can be defined as a set of observable teacher behaviours that facilitate or bring about pupil learning and “teaching competency” means an effective performance of all the observable teacher behavior that bring about desirable pupil outcomes.

competency as the ability of a teacher manifested through a set of overt teacher classroom behavior. In other words, it is a set of observable teacher behaviors that bring about pupil learning.

2.2 Concept of Micro-teaching:

Teaching is a unique and complex activity. It is mysterious in its success and failures. A peep into research on teachers and teaching effectiveness conducted during the current century reveals that majority of the studies in this area were directed towards finding out characteristic of good and bad teachers. The dominant theme of these studies had been the search for good teachers, but the yield has not been high.

In the programmer of teacher training, 'Student Teaching' occupies a pivotal place. Unless the teacher can be effective in the class room, the knowledge of theory and other things is of no use. Unfortunately, this important aspect of teacher-training programme is not given due attention in most colleges of education. Unless the teacher can teach effectively in the class room, his training cannot be complete. There is a need to pay more attention to this aspect of teacher-training.

Several innovations have been designed to strengthen the programmers of student teaching. Micro-teaching is one of the recent ones. It is relatively a new departure in teacher training. It employs analytical approach to teaching and training (**Jangira, 1983, 1984**).

The term micro-teaching was first coined in 1963, but the concept has never been a static one. It continued to grow and change and developed both in focus and format. Microteaching is a laboratory technique of teacher training in which the complexities of normal class room teaching are simplified. It is described as a 'Scaled down teaching encounter in class size and class time' (**Allen and Ryan, 1969**). The scaling down been done in three directions: The duration of a microteaching session is only from five to fifteen minutes. The size of the class ranges from four to ten students. The whole process of 'Student Teaching' is broken up into a number of skills; and training in the skills of teaching is provided separately in micro- lesson sessions.

Definitions of Microteaching: **Allen (196)** defined micro-teaching as "Scaled-down teaching encounter in class size and class time."

Bush (1966) defined it a "A teacher-education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten minutes encounters with a small group of real students, often with an opportunity to observe the results on Video-tape".
Cooper and Stround (1966) defined it as "A scaled-down encounter in which the intern teaches for a short period of time, to a group of four students on some topic in his teaching subjects".

Meir (1968) defined the concept by saying that micro-teaching is a scaled-down sample of teaching. The term 'micro' not only denotes the reduction in lesson and Class size but also adds scientific commutation of precision, in the sense that microteaching, by having down the edge of observation to a fine cutting process – enables an objective quantitative and qualitative analysis of the recorded behaviors. Micro-teaching is essentially an opportunity for either pre-service or in-service teachers to develop and improve their pedagogical skills with a small group of pupils (3 to 7) by means of brief (3 to 7 minutes) single concept lessons which are recorded on Video-tape for reviewing, responding, refining and re- teaching.

Allen and Eve (1968) defined microteaching as "A system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions".
Allen and Ryan (1969) described microteaching as "A teacher instructs four or five students for a short time and then talks it over with another adult. An experienced observer would emphasize the fact that the teacher concentrated on a specific training skill or technique and utilized several sources of feedback, such a supervisor, the students, the teacher's own reflections and the play-back of Video-tapes. The experienced observer would

also note that the teacher has an opportunity to repeat the entire process by re-teaching the lesson and again having his performance critiqued, and that in the second and subsequent cycles he teaches different

McKnight (1971) said “Microteaching is a scaled down but realistic class-room context which offers a helpful setting for a teacher (experienced or inexperienced) to acquire new teaching skills and to refine old ones. It does so by reducing the complexity and scope of such classroom components the number of pupils, and length of lesson, by providing trainees with information about their performance immediately after completion of their lesson”.

Clift et al. (1976) defined microteaching as “a teacher training procedure which reduces the teaching situation to simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing teaching time and class size”.

Passi (1976) defined microteaching as “A training technique which requires student teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration time. The most important point in microteaching is that teaching is practiced in terms of definable, observable, measurable and controllable teaching skills”.

Sharma (1981) defined microteaching 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 student’s involvement. Specific situation means small time to practice (5 – 7 minutes), small number of pupils (5 – 7) and small-length of practicing material.

Prepositions of Micro-teaching:

The basic prepositions underlying microteaching are as follows:

1. It is a real teaching.
2. It simplifies the classroom teaching in terms of class size, time, content etc.
3. It focuses on training for the accomplishment of specific tasks.
4. It allows for the increased control of practice. In practice setting of microteaching, various factors like time, students, methods of feedback and supervision etc. can be manipulated.
5. It greatly expands the normal knowledge of result of feedback dimension in teaching. Immediately after teaching a micro-lesson, the trainee gets a feedback about his performance and several sources of feedback may be used.

Principles of Micro-teaching:

On the basis of the learning theories, the following principles underlie the concept of microteaching

1. Capabilities of the learner must be considered when a decision of what to teach is made. In pursuance of this principle, a trainee is given the opportunity to select a lesson content in an area of his greatest competence so that he may feel at ease with the subject matter.
2. The learner must be motivated intrinsically. In line with this principle, intrinsic motivation in the context of microteaching is created through cognitive and effective discrepancy between his ideas, self concept as a teacher and his real teaching.
3. Goals are to be realistically set. In keeping with this principle in the microteaching setting, attempt is made to modify only modifiable behavior which trainee wants to change.
4. Only one element of modifiable behavior is to be worked on at a time. In pursuance of this principle, in any microteaching session a trainee practices one skill at a time and moves to the next only after he has achieved mastery over it.

competency involves effective use of various teaching skills. Hence for the purpose of this study ‘teaching-competency’ would mean: “Effective performance of all observable teacher behaviours that bring about desired prospective teacher outcomes.”

REFERENCES

1. **Passi, B. K. and Lalitha, M. S. (1994).** Manual for General Teaching Competency Scale (GTCS). Agra: National Psychological Corporation.
2. **Bawa, M. S. (1984).** “Effectiveness of Microteaching with Planned integrated training following summative model and microteaching without planned integration training on the general teaching competence of teacher trainees,” Ph.D. University of Delhi.
3. **Naseema, C. (1994):** Teaching competence of secondary school physical science teachers in relation to satisfaction of teaching physical education. Ph.D. Education, University of Calicut.
4. **Acheson, K. (1964).** ‘The effect of feedback from television recording and three types of supervisory treatment on selected teacher behaviour’. Unpublished doctoral dissertation. Stanford University.
5. **Anderson, T. E. (1983).** “A Study of the degree to which certain teacher behaviours generalize from a simulated classroom to real classroom.” D.A.I. Vol. 43, No.7.
6. **Best, J. W. and Kahn, J. V. (1986).** Research in Education (5th ed.). New Jersey: Prentice Hall.
7. **Paintal, Iris, (1980).** Micro-teaching -A Hand Book for Teachers, Oxford University Press, New Delhi, 1980.
8. **Allen, D. W. (1968).** Microteaching : A description. Stanford University, 1968
9. **Passi, B. K. (1976).** Becoming Better Teacher : Micro Teaching Approach, Sahitya Mudranalya, Ahmedabad, 1976.
10. **Passi, B. K. and Lalitha, M. S. (1977).** Microteaching in Indian Context. Deptt. of Education, Indore university, Indore
11. **Passi, B. K. and Shah, M. M. (1976).** Microteaching in Teacher Education, CASE Monograph No. 3, Baroda
12. **Singh, L. C. and Shama, R. D. (1987):.** Microteaching Theory and Practice, Deptt. of Teacher Education, NCERT, New Delhi
13. **Lakshminarayan, U. and Babu, G.V.S. (2003).** Indicators of teaching competence of teachers in DPEP and Non-DPEP schools. Indian Educational Abstract, 40 (1), January 2004.
14. **Sharma, R. A. :** Technology of Teaching, International Publishing House, Meerut.