



Role Of Microteaching As An Effective Strategy For Pre-Service Teachers During School Internship

Mamta Kumari Research Scholar, Radha Govind University Jharkhand, Email:
mamtakumari1216@gmail.com

Dr. Anuradha Nakka Associate prof., Dept. Of Education, Radha Govind University
Jharkhand.

Abstract

The quality of education that is provided to our children depends on the quality of our teachers. The quality of teachers, in turn, definitely depends on the way in which they had received training through teacher's training institutions. Hence, the need of planning is essential. Our teachers are going to shape the destiny of our country, teacher education has to assume a great responsibility and has to take recourse to some innovative and effective technique of training teachers. Microteaching, a teacher training technique currently practiced. It provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills.

With the proven success among the Pre- Service teachers and senior teachers, microteaching helps to promote real-time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the Pre- Service teachers to learn the art of teaching at ease and to the maximum extent. The impact of this technique has been widely seen in various forms of education and in all areas. The emerging changes in teacher education of India and the role of teachers envisage the need of this special training of teachers and monitoring of their skills for their continued efficient performance at any age. The alleged limitations of microteaching can be minimized by implementing this at the departmental level in several sequences. The e internship is very essential for today's teachers because it gives proper training pupil teachers for better understanding of all the students. It builds confidence among the pupil teachers. This paper presents an outline of the various phases of microteaching, core teaching skills, implementation aspects, and the impact of microteaching on school internship.

Keywords: Microteaching, Teaching Skills, Pre – Service teacher Education, School Internship.

INTRODUCTION:

The teaching system and development of teaching process from Vedic period to modern India changed the way of life of common people by including different techniques in the teaching learning tempo. But lecturing is still dominating in every classroom. Teaching profession is a noble profession that molds the students as responsible citizens of the country. The performance and experience, competency and practice, recognition of professional status and nature of the service rendered makes the teaching profession an incomparable one.

The quality of education that is provided to our children depends on the quality of our teachers. The quality of teachers, in turn, definitely depends on the way in which they had received training through teacher's training institutions. Hence, the need of planning is essential. Our teachers are going to shape the destiny of our country, teacher education has to assume a great responsibility and has to take recourse to some innovative and effective technique of training teachers. The teacher brings to the teaching learning situation the skill with which pre- service teachers are able to control and use their teaching exercise and thus influence the other variables of the situation. This skill developed through the awareness of the interacting elements in a teaching - learning situation, planning strategies for teaching based on this awareness, through the setting of sound objectives, assessing the results and modifying these objectives in terms of assessment.

MICROTEACHING

Before undergoing teacher training, every candidate has some teaching ability without any experience. But teaching is considered a complex phenomenon. As a for that reason the searched for practitioners' educational new techniques to learn the teaching in terms of practicing in many ways. One of these important techniques is Microteaching.

Microteaching, a teacher training technique currently practiced. It provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the Pre- Service teachers and senior teachers, microteaching helps to promote real-time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the Pre- Service teachers to learn the art of teaching at ease and to the maximum extent. The impact of this technique has been widely seen in various forms of education and in all areas. The emerging changes in teacher education of India and the role of teachers envisage the need of this special training of teachers and monitoring of their skills for their continued efficient performance at any age. The alleged limitations of microteaching can be minimized by implementing this at the departmental level in several sequences.

Micro teaching is a procedure in which a pupil teacher practice teaching with a reduced number of pupils in a reduced period of time with emphasis on a narrow and specific teaching skill. Thus micro - teaching is a scaled - down encounter in class size and class time. It is, therefore a skill based approach to teacher training. Micro - teaching is a technique of presenting a small portion of the lesson for detailed study and pinpointed guidance by taking a microscopic view. Reducing the number of students in the class, the duration of the lesson, the portion of the content and the number. of skills to be practiced minimizes the complexities of the usual classroom teaching. Thus, micro - teaching is a training technique, which requires pupil teachers to teach a single concept, using specified teaching skills to a small number of pupils in a short duration of time. Micro - teaching is a training technique; and the idea underlying this technique is that the teaching act consists of different skills. Each skill can be developed separately through training. The basic contention is that, more the number of skills in which a person is trained, the more efficient pupil teacher will be as a teacher.

Microteaching allows for the increased control of practice. In the practice of microteaching, the rituals of time, students, methods of feedback and supervision and many other factors can be manipulated. As a result, a high degree of control can be built into the training program. Time limit in micro setting is 5 to six minutes, number of students is scaled down to 8 to 10 students and supervisory feedback is given by observing the performance of student teachers and providing immediate feedback for developing certain desirable skills among the student teachers. Microteaching greatly expands the general knowledge of results of feedback dimension in teaching. In macro approach global feedback is given to student teachers which includes only do's and don'ts in general. But in micro approach a well-planned feedback is given in definite directions.

In microteaching the purpose of feedback is not to criticize the performance of student teachers only but to help the student teachers to develop those skills which will improve her teaching learning process.

TEACHING SKILLS

Teaching is a complex activity. We need effective teaching rather than simple teaching. To simplify the complexity of effective teaching, we need different techniques of teaching. Among the We need teaching activities, microteaching is various identified as one of the important activities to learn teaching successfully. A teaching skill is defined as a set of teacher behaviors which are especially effective in bringing about desired changes in pupils. In other words, it can be said that a teaching skill is a group of teaching acts/behaviors intended to facilitate pupils learning directly or indirectly. There are various skills that can be usefully developed among

In microteaching, the teacher learns practically and rectifies his mistakes or confusions in order to follow the situational changes according to the student behavior. Microteaching is a training technique and not a method of teaching in the classroom. Moreover, it is not a substitute for any other technique but a supplement to the present day teacher-training program. It can be successfully implemented in the preparation of teacher trainees. microteaching develops teaching effectiveness in terms of teaching skills. The identification of required teaching skills, i.e., which are important as per the subject matter depend on components of concerned teaching skills. This unit attempts to identify the teaching skills and its components in detail. The teaching skills have been identified, isolated, collected and classified from the sources.

TEACHING SKILLS DURING TEACHING

1. Introduction skill

Success of teaching a lesson depends on its introduction. The attention of the students towards learning the matter starts with the introduction of the lesson. In this the new knowledge may be properly linked with the existing knowledge of pupils. The introductory questions should be based on the previous knowledge related to the present content and the teacher has to proceed from known to unknown. The skill of introducing a lesson establishes rapport with the learners and facilitates concentration on his teaching. facilitates Effectiveness of introducing a lesson depends on the maximum use of previous knowledge and gaining attention of the learners, adopting appropriate devices, continuity, and relevant questions or statements pertaining to the content. Introducing a lesson significantly influences the new lesson.

2. Demonstration skill

Demonstration is an activity or process of teaching involving the showing of specimens or experiments or devices to explain and describe the concerned concept, idea, teaching point etc., In the teaching - learning process. That process makes the subject matter concrete with real life situations. The demonstration in teaching makes learning simpler and meaningful to the learner. The components of demonstration skill are: Appropriate topic, concepts, ideas, and teaching points, Sequence order of presentation, Adequacy of manipulative skill, Creation of appropriate situation and Generalization.

3. Blackboard skill

Blackboard is the powerful teaching aid to teach from KG to PG. Blackboard, the visual aid is widely used in all sectors of education and training. The development of information and communication technology is reducing the chalkboard work.

A good blackboard work brings clearness in perception and it can be suitably used for displaying notes and diagrams during a lesson and for working through calculations in a classroom situation. The components of the skill of use of blackboard are: Legibility, Size and alignment, highlighting main points, Utilization of the space, Correctness, Position of the teacher, Eye contact with pupils, Cleaning of blackboard.

4. Questioning skill

In the teaching - learning process, questioning is a very significant technique. The questions of the teacher stimulate thinking of the students. The teacher clarifies and facilitates understanding of the concepts by questioning the students. Questioning is an important teaching skill for the teacher. The new knowledge is assimilated with the previous knowledge by putting some questions.

The questions develop curiosity among the students. The effectiveness of questions depends on their particular use. The types of questions are introductory questions, thought - provoking questions, prompting questions probing questions, information seeking questions.

5. Reinforcement skill

The term ' reinforcement ' is taken from psychology. The skill of reinforcement is used to avoid the unpleasant experiences and replace with the pleasant experiences. The pleasant experiences are called positive reinforcements and the unpleasant experiences are called negative The positive reinforcements are reinforcements. used for strengthening the responses or behaviors of individuals and negative reinforcements for weakening or eliminating the undesirable responses or behaviors. These reinforcements are in the form of verbal and nonverbal.

6. Stimulus skill

Continuous use of the same stimulus for a long period reduces the attention in that activity. The teacher behaviors influence pupil's attention. Variation in stimulus secures more attention to the students. components of the skill, stimulus variation, influence the teaching - learning process effectively. Teacher's Movement, Pupil's Movement, Teacher's Gesture, Sensory Focus, Change in Voice, Change in Interaction Pattern (CIP), Pausing, and Audiovisual switching. Teacher's Movement. The teacher should move from one place to another on the teaching dais and towards all the students to attract the attention of the entire class and to focus the attention of students towards the teacher.

7. Recapitulation skill

In recapitulation, the teacher can consolidate the main points by putting a few questions based on the topic taught. The questions should be logically linked to cover the whole lesson as summary of the lesson. He may use charts, models, diagrams etc. for consolidation of the lesson. The questions may be oral or / and written nonverbal media including experimentation. The students can use this situation of what they have learned during the lesson in solving the problems in a new situation or in different situations. The teacher can review the past knowledge of the students, both previous and newly gained knowledge and also provide for future learning in the form of homework or assignment.

The micro-teaching practices improved both student's and teachers' self-confidence and the teaching skills are emphasized **(Sen, 2009; Sen, 2010)**. There have been researched indicating that microteaching is useful, pre-service teachers can gain much in case of using microteaching and that their views on teaching can improve much with the help of microteaching. pre-service teachers improve their classroom management skills. It provides expert supervision and a constructive feedback and above all it provides for repeated practice without adverse consequences to the teacher or his students **(Ananthakrishnan, 1993)**.

PRE- SERVICE TEACHERS EDUCATION

Secondary teacher education program is organized by secondary college of education affiliated to different universities. The duration of the course is two years. In some States Department of Education of the Universities offer the programme. The purpose of the secondary teacher education program is to prepare teachers for class 9 to 12. The degree i.e. Bachelor in education is awarded by the university to which a secondary college of education is affiliated.

The minimum qualification for admission into secondary college of education is Bachelor Degree in Arts/Science. Regional Colleges of Education offering four year integrated courses leading to degree such as B.Sc. B.Ed. /B.A. B.Ed.

SCHOOL INTERNSHIP

In teacher education programme, field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period of time is known as school internship 'which equips the prospective teacher to build a repertoire of professional understandings. competencies and skills, and positive attitude to schooling and teaching.

The past few years have seen a paradigm shift in the concept of school internship. The earlier condition of practice - teaching involved teaching of a pre - specified number of lessons in the subjects offered by a student - teacher as teaching or methods subjects. The NCTE Regulations, 2009 made an attempt to broaden the scope of practice - teaching by

emphasizing the importance of providing experience of all activities and programs of the school to the student - teachers. The NCTE Regulations, 2014 have stipulated further strengthening of the component of 'Field Engagement' by prescribing a longer duration of 20 weeks for it in the secondary teacher education programme like B.Ed. etc. The 'Field Engagement' of 20 weeks has been further split into two parts consisting of 4 weeks and 16 weeks to be organized in the first and second years B.Ed. Two Years programme.

SIGNIFICANCE OF THE STUDY

Microteaching, simulated teaching, interaction analysis and programmed instruction. Of all these methods, microteaching provides training of teaching skills to the student teacher under the controlled conditions. Simulated teaching is a role-play technique, which includes microteaching technique in artificial situations 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. Programmed instruction is a self-study material 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.

A/c Ryburn "Teaching is which helps the child to develop his powers". There are different methods or techniques to develop the powers of the child to modify teacher's behavior.

REFERENCES

- Babu A.R., (2012), Essentials of Microteaching, Neelkamal Publications Pvt. Ltd., New Delhi.
- Singh L.C, Sharma R.D. (1987), Micro-teaching – Theory and Practice
○ New Delhi: Department of Teacher Education NCERT;
- Ananthakrishnan N. (1993), Microteaching as a vehicle of teacher training – Its advantages and disadvantages. *J Postgrad Med*
- Passi B.K., Lalitha M.S., (1977), Microteaching in Indian Context Indore: Dept. of Education, Indore University; 39: 142- 3.
- Maisnam P., (2014), Micro Teaching, R. Lall Book Publication, Meerut.
- Singh Y.K., (2016), Micro Teaching, APH Publication, New Delhi.
- Sharma T., (2005), Microteaching An Innovative Approach to Teaching. Hind Publishers, Ludhiana