EĞİTİM BİLİMLERİ ALANINDA GÜNCEL ÇALIŞMALAR

EDİTÖR

Doç. Dr. Hasan BAKIR

DUVAR

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Current Studies in Educational Sciences

●*Chapter 5*●

THE IMPORTANCE OF MICRO-TEACHING IN PRE-SERVICE TEACHERS TRAINING PROGRAMS

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Introduction

The information age is increasing the need of societies for qualified manpower. This requirement can only be met by qualified educational institutions. The quality of educational institutions depends on the qualifications of the teacher, the student and the education program. However, as the planner, implementer and evaluator of the educational process in institutions, the teacher constitutes the basic element of the education system. The quality of the teacher, who will be responsible for determining the goals and appropriate behaviors in the teaching environment, arranging the environment in which these will take place, and evaluating these dimensions, depends to a great extent on the teaching skills that he will acquire before the service. While the theoretical dimension of the job constitutes the basis for acquiring these skills, the practical dimension makes the usefulness meaningful. Unless theoretical gains are transformed into practical skills and experience, it is not possible to train teachers who will meet the needs. As a teaching individual, the teacher will try to gain the roles and behaviors required by the profession before serving in the society and will be more ready for the profession (Çoban, 2015).

Education is the engine of development and progress of a society. This development and progress is achieved through activities carried out through educational institutions. Qualified development is one of the most important goals of educational institutions. The two important elements that provide this qualified development aimed in education are the education program and the teacher (Görgen, 2003). This situation increases the importance of teacher education, which is one of the most important elements of the education system, and the training of teachers in a qualified way. It is not possible to achieve a quality education goal without increasing the quality of teacher education. For this reason, especially in the teacher training process, it is necessary to employ educational practices that will enable pre-service teachers to adopt their profession and feel like teachers. In these applications, establishing a connection between theory and practice is one of the most critical issues. Pre-service teachers have the opportunity to better develop their teaching skills and theoretical perspectives in a program that can establish a theory-practice connection (Saraçoğlu, Gürışık, & Furat, 2018). Micro-teaching is one of the most appropriate methods in which a teacher or pre-service teacher can find the opportunity to apply his principles and theories and gain various skills (Görgen, 2003). Micro-teaching was first initiated in 1963 at Stanford University, with the aim of helping pre-service teachers learn one teaching skill at a time during their pre-service training and gain the technical skills that teachers should have (Kazu, 1996; Küçükahmet, 1997). Micro-teaching method

attracted the attention of researchers many years before the teacher-training undergraduate programs and has been the subject of various researches in the field of education in the world and in Turkey. In the world, microteaching method is mostly used in teaching principles and methods, educational technologies, material design or microteaching courses as a special course. Pre-service teachers from various branches attend to the majority of these courses as they are common courses for some departments (Dere, 2019).

Micro-teaching

Micro-teaching is a technique that allows the teacher to put many aspects of the teaching process under the close-observation and is an experientially tested process. Microteaching is an example of scaled down instruction (Orlich et al., 1990). Resources define microteaching as a useful and adopted element of pre-service teacher education (Subramaniam, 2006). As Allen and Ryan (1969) stated, micro-teaching is an educational approach that can be applied in the professional development of teachers, pre-service and in-service (Benton Kupper, 2001). According to a more modern definition taken from Cruickshank and Metcalf (1993), micro-teaching is a scaled-down teaching that is taught to a group of 3-5 people in a short time, demonstrating that pre-service teachers are able to perform the desired teacher skills. A student's preparation and presentation of a short lesson to demonstrate his/her ability to teach to his/her friends can be given as an example (Benton–Kupper, 2001). Microteaching is a co-educational practice that will encourage teachers to reflect on teaching and learning, encourage the connection between theory and practice, and simplify the environment.

Micro-teaching, which is widely used in teacher training in many countries, is a very important and valuable experience for teacher candidates, which both prepares teacher candidates for teaching practices and is effective in gaining many professional skills. The microteaching technique was first developed in 1960 at Stanford University as part of an experimental program to increase the quality of teacher education (Allen, 1980).

Microteaching is a safe, controlled, easily reproducible method that provides teacher candidates with teaching experience in an encouraging classroom environment. Microteaching technique starts with the preparation of a real lesson and continues with its evaluation; presented and re-evaluated. Teaching activities in each application are recorded on video media. This recording is watched after the lesson and the students evaluate the performance in the presence of the pre-service teacher and the advisor teacher. As a result of this evaluation, the pre-service teacher prepares the lesson again and presents it to another student group. This

presentation is also recorded on video media and evaluated again. These processes are repeated until the desired education level and skill is achieved. Pre-service teachers are required to gain knowledge, skills and experience related to the profession before starting their teaching career. Special Teaching Methods I and II courses, which include teaching knowledge, in pre-service teacher education programs aim to provide pre-service teachers with competencies related to learning-teaching processes. The special teaching methods course offers prospective teachers professional experiences in the classroom environment with micro-teaching applications. It has been seen that micro-teaching is an effective strategy to strengthen pedagogical content knowledge as well as teaching skills (Kartal, Yamak and Kavak, 2017).

Micro-teaching in Pre-service Teacher Training

Micro-teaching is a kind of teaching technique that is used especially in the pre-service teachers training and aims to train them in terms of their teaching behaviors by systematically experimenting. It is a technique used in teacher education and performed by a small number of students through group work. Each student presents their subject, and these presentations are recorded on video, tape, etc. After the lesson, the presentation is watched, discussed and evaluated together. Also, it is a technique applied in the classroom for the realization of face-to-face education. It is a laboratory teaching method that aims to simplify the complexity of normal learning and teaching processes.

The Micro-Teaching Method consists of 6 steps with the "Teach, Re-teach" cycle such as plan, teach, get feedback, re-schedule, re-teach and feedback again.

- *Plan:* A short (micro) lecture-learning is prepared in accordance with the realities of the given lesson-subject-task.
- *Teach:* This short lesson-subject-task is taught.
- *Get Feedback:* Oral, written, audio or tape feedback is received on how successfully the teacher-learning process has been carried out.
- *Reschedule:* This short (micro) lesson-subject-task is rescheduled in the light of the feedback received.
- *Re-teach:* Lesson-subject-task is taught again according to the new plan.
- *Get Feedback Again:* This time, verbal, written, audio or tape feedback is received about the improvements made or not realized in the teaching process.

The purpose of micro teaching is to demonstrate knowledge and skills, to have experience, to develop talent, to reduce anxiety, to develope self-confident individuals and to prepare the environment for the individual's self-evaluation. Wragg (1999) argues that the purpose of micro-teaching is to reduce complexity in the classroom to provide the trainee with the opportunity to concentrate on a particular quality or skill each time, thus it is not to show everything that is known about effective teaching. Concentrating on one aspect of the teaching process in a time period. Micro-teaching is an important opportunity to develop or advance special teaching skills through short single-subject lessons to a small group of students, either peer group of pre-service teachers and experienced professionals, or real students. (Orlich et al., 1990). Micro-teaching provides the opportunity for constructive feedback with professional supervision. If we make a connection between micro-teaching and swimming; Teaching normal lessons in the classroom is similar to swimming in the deepest part of the pool, while micro-teaching can be compared to an opportunity to practice in a shallower and less risky part (Ananthakrishnan, 1993). One of the most important problems faced by teacher educators is the intense and complex classroom environments. The aim of microteaching is to make this dense and complex environment relatively orderly, and to enable teacher candidates or practicing teachers to concentrate on certain skills in a short period of time.

Micro-teaching provides a learning experience by doing, instant feedback as well as laboratory and experimental environment. In the case that recording devices are used, it provides the pre-service teacher with the opportunity for self-evaluation. It controls the curriculum and has the ability to learn skills quickly by students. It offers real life opportunity, versatile illuminating echoes and corrections.

Microteaching can be considered as an effective method in teacher training. With the microteaching application, the opportunity to reach objective criteria about teacher competencies can be provided by allowing pre-service teachers to watch a wide variety of successful and unsuccessful teaching practices and to make evaluations in the role of both student and teacher. With systematic practices, pre-service teachers can become more ready for the teaching profession cognitively and emotionally. Meeting the needs of equipment and materials so that laboratory-based microteaching practices become more widespread in teacher-training faculties, more serious emphasis is placed on microteaching in School Experience course activities, feedback-correction is done more constructively by the teacher and friends of pre-service teachers in a participatory way, In particular, it can be suggested that the instructors responsible for school practices should be informed more about microteaching. In order to minimize some of the nega-

tivities caused by teaching in their own class, pre-service teachers should be provided with opportunities to teach students in lower grades or real students.

Microteaching is an important practice used to increase effective teaching skills in pre-service education (Ostrosky, Mouzourou, Danner and Zaghlawan, 2013). Microteaching, which is currently a worldwide applied teacher education technique, provides important opportunities for pre-service teachers to gain their teaching skills by developing various tasks called teaching skills in pre-service teachers (Remesh, 2013). In addition, micro-teaching technique offers new and different opportunities for prospective teachers to plan and implement new teaching strategies. In particular, microteaching technique has an important place in the preparation period for the teaching profession, as it emphasizes the relationship between theory and practice

In order to implement the micro-teaching stages efficiently, teacher-training instructors use the five-stage process of Teague et al. (1994) regarding the use of equipment in education (Higgins and Nicholl, 2003). (1) Preparing the Teacher: Instructors in the teaching module benefit from a team teaching approach. The use of this strategy ensures that students receive maximum feedback during each micro-teaching session. While this is seen as a practical requirement, it also limits the instructor's use of recording tools during each micro-teaching session and the consequent opportunity to actively observe and listen to pre-service teacher presentations. (2) Preparing the Environment: Each lecture session is held in a micro-teaching laboratory consisting of a small classroom. The classroom has four ceiling and wall-mounted cameras and omnidirectional microphones. In the room adjacent to the classroom, there are four televisions and instruments related to recording technology. Opportunities are provided to zoom in and provide close-ups of all activity during the teaching session. Each student is given time to organize the classroom and adjust the teaching materials before their session begins. (3) Preparing the students: The micro-teaching session of the course is planned and the theoretical content of the module is distributed. The purpose of micro-teaching is explained at the beginning of the academic program and students are given the opportunity to discuss the implications and relationships related to the usefulness of this teaching strategy. At the beginning of the module, students are given written instructions on the application of micro-teaching. Each pre-service teacher is asked to give a 15-minute lecture on the chosen topic to his/her friends. This course consists of introduction, development and conclusion. The purpose of the micro-teaching session is to present the micro-lesson in a real classroom environment within the specified time frame (Minton, 1997). (4) Use of tools: Lecturers should become accustomed to technology in order to ad-

equately provide the necessary technological equipment for the micro-teaching session. This will provide assistance when there is a glitch while using audiovisual tools. The lecturer is responsible for the video recordings in the classroom environment. (5) Combination of audio-visual tools with other learning: In planning micro-teaching practice, instructors should analyze sessions that will provide opportunities for other meaningful learning to occur. This offers the chance to observe problem-solving discussions of validations of teaching practice and two experienced lecturers demonstrating team teaching skills and small group work activities (Çoban, 2015).

Conclusion and Recommendations

Sources related to the field state that this technique has a significant effect on the training of teachers, their ability to perform the profession, their self-confidence, and the transfer of theoretical knowledge into practice. The fact that such an important teaching technique must have a solid infrastructure, of course, emerges as a separate important dimension emphasized in the sources. In order to get the expected results from this approach, it is stated to the pre-service teachers that the philosophy of micro-teaching should be explained very well and written instructions should be prepared for this. On the other hand, it is also stated that the instructors who will guide the pre-service teachers in the implementation phases must be in compliance with the technique and technology.

Microteaching models should be developed based on the micro-teaching approaches in the original sources, according to the conditions of the education faculties and the characteristics of the teacher-training programs. Within the framework of teaching formation courses, a course called "Micro-teaching", which includes both theory and practice, should be given to the programs of Education Faculties (Çoban, 2015)

The integration of the microteaching technique, which helps the teacher candidate to skip an important step towards reflective teaching, which develops in an inquiring, critical and problem-solving direction, as a course in teacher-training schools, should be integrated into the curriculum at the undergraduate level (Çakır, 2000). We recommend that the feedback part of the micro-teaching technique be given by the faculty member and the teacher candidate's friends in a collaborative way, that the micro-teaching technique should be given together with the school experience to improve their teaching skills, and that in-service training should be given to the faculty members to learn more about micro-teaching.

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