PRE-SERVICE TEACHERS' VIEWS ON MICROTEACHING TECHNIQUE IN A PEDAGOGICAL CONTEXT

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Abstract

To develop basic teaching skills, future teachers need an appropriate and effective teaching model. Inexperienced teachers face many challenges; therefore, future teachers are training based on the theoretical and practical bases as an integral part of teaching experience. Effective teaching is more than just 'impart information' to students, which requires a combination of knowledge, enthusiasm, empathy, and motivation to create an engaging and interactive learning environment. Microteaching is an exceptional opportunity for pre-service teachers to apply theoretical knowledge to real-life teaching situations where a variety of teaching skills are facilitated under carefully controlled conditions. The aim of the research is to explore student teachers' perspectives related to the microteaching experience: A closed-ended statements aimed to collect quantitative data and a Likert type scale analysis were used in this study. The findings revealed positive views about microteaching and provided important insights into the role of this method as a simulation of the educational process used to practise aspiring teachers' pedagogical skills. In the context of the study, most of the student teachers reported positive opinions about microteaching and suggested that microteaching could play a significant role in student experience and their further education.

Keywords: microteaching, pre-service teachers, teaching skills, teaching experience, perspectives.

1 INTRODUCTION

These days education is evolving at a rapid pace, and teaching is not just the simple delivery of information from teachers to students, yet fostering a genuine love of learning. Effective teaching involves engaging and interactive learning environment, incorporating new tools and technology to meet the diverse needs of learners, "fuelling" their curiosity and motivation.

Becoming a teacher requires the utmost dedication, hard work, and passion for the profession, and there are significant challenges that pre-service teachers could face in their future careers. First and foremost, inexperienced teachers should be given more guidance and support "to pluck up" the courage to step into the classroom and start teaching [1].

Many researchers emphasize the importance of the transition to the practical component in preparing future teachers for real professional activities by adapting their teaching methods, strategies, and skills. One of the methods for enhancing the educational and cognitive activity of future teachers is microteaching. Microteaching is based on simulation of the educational process, expanding the scope of application of the skills of pre-service teachers. This allows teachers to practice and refine their skills in a controlled environment before working with real students [2], [3], [4].

Microteaching typically follows a cycle of preparation, implementation, evaluation, and revision. In the initial stage, the student teacher identifies the specific skill, sets clear objectives, plans the lesson, and consults with a mentor or supervisor who can provide guidance and feedback. Next, the teacher delivers the brief micro lesson (lasting around 5–10 minutes) to a small group of peers or colleagues, focusing on the key concept or skill(s). After delivering the micro lesson, the teacher and their peers provide constructive feedback to guide the evaluation process of the lesson. Finally, based on the feedback, the teacher should reflect on the performance and identify any changes and areas for improvement if he or she were to teach the lesson again [3], [4], [5].

The Micro-teaching loop involves the following repeated steps and helping the pre-service teacher becomes proficient in teaching and learning "Fig. 1" [6], [4]:
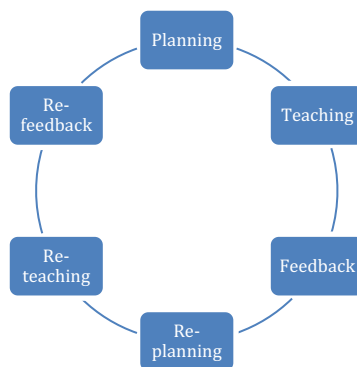
Figure 1. Steps of Micro Teaching.

- Step 1 Planning – teacher plans the lesson to be taught in the class;
- Step 2 Teaching – after planning the lesson, the teacher implements it in the class practicing specific skills;
- Step 3 Feedback –teacher gets feedback about his/her performance;
- Step 4 Re-planning – changes are made according to the feedback received from the students, peers and supervisor;
- Step 5 Re-teaching – teacher uses different teaching techniques and strategies for making the lesson more effective;
- Step 6 Re-feedback – supervisor provides suggestions for further improvement in teaching [7], [8].

Ultimately, the microteaching cycle is seen as an effective technique/process for learning teaching skills, developing confidence, as well as building expertise in future teachers, empowering them to reach their full potential in school and beyond.

2   METHODOLOGY

The purpose of this study is to investigate the views of pre-service teachers towards the concept of microteaching as a training technique in a pedagogical context to improve their teaching performance and proficiency. Also, a descriptive survey method was used to collect data in order to determine future teachers' attitude towards microteaching. The survey consisted of 10 closed-ended statements and we employed a 5-point Likert-type scale to indicate the extent to which students agreed or disagreed to assess their opinions on microteaching:

The following research questions were addressed in this study:

1   What are the student teachers' perspectives on the effectiveness of microteaching in development of future teachers' professional identities?
2   What teaching skills are expected to be acquired for a successful future career?

The target audience included a third year full-time Bachelor students who took the course of 'Teaching Methods and Learning Strategies of a Foreign language' in Kazan Federal University, Spring term 2024. The total sample used for the study was 77 students of Pedagogical Education with double majoring such as Foreign Language (English) and Another Foreign Language as a subsidiary subject – 27 participants; Mathematics and Foreign (English) Language (in a multilingual educational environment) – 13; Computer Science and Foreign (English) Language – 14; Primary Education and Foreign (English) Language (in a multilingual educational environment) 23 participants respectively.

Before conducting the key study, the code of ethics (BERA) and the participant's ethical permission were taken into consideration. All the students involved in the experiment were informed about the research objectives and acknowledged the required information [9].

The students were asked to work in groups to explore the student teachers' perceptions and to collect information related to microteaching conception:

1   Theoretical background. Concept of microteaching.
2   Microteaching Method for Teaching.

3 Microteaching cycle.

4 Microteaching skills. Characteristics of Teaching Skills.

5 Microteaching: advantages and disadvantages.

6 Teaching skills expected to possess for a successful future career: pre-service teachers' perspective.

Conducting the following research, flipped classroom model was implemented promoting active student engagement. The flipped classroom promotes Bergmann and Sams (2012) consider this method as the key for a student-centered approach, encouraging learners to construct their knowledge through collaborative activities [10].

The flipped classroom method was first described in 2000 by Baker, who attempted to provide students with learning materials for outside class and the opportunity to work more collaboratively with teachers and each other during class (Strayer, 2012). Lage et al. (2000) contribute insights from Cognitive Load Theory, emphasizing the importance of managing cognitive load for effective learning. The flipped model allows students to digest instructional content at their own speed, reducing cognitive overload during in-class activities [11], [12].

Key Components of Flipped Language Learning:

1 Pre-Class Preparation:

On this step, students who received the topic of future work in the class, are preparing their performances learning the subject and making the full presentation. Tucker (2012) discusses the significance of pre-class preparation, emphasizing the shift from passive to active learning. Pre-recorded language lessons facilitate self-paced learning, accommodating diverse student needs [13].

2 In-Class Activities:

This stage is a stage of presentation the prepared topic with following work and discussion. Hamdan et al. (2013) highlight the value of in-class activities in the flipped model. Classroom time is optimized for interactive language practice, fostering communication skills, and cultural understanding [14].

3 RESULTS

The survey results are based on each statement the participants agreed or not are presented in the form of a pie chart, and each chart segment corresponds to a certain number of study subjects. Thus, the values in the diagram reflect the subjects' responses. For example, when asked if microteaching is necessary for student-teachers in practice teaching, each component contains information about what percentage of respondents prefer an answer on the scale from strongly agree to strongly disagree "Fig. 2 and 3":
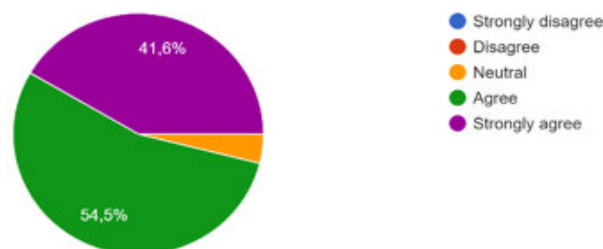

Figure 2. Students' view: Microteaching is necessary for student-teachers in practice teaching.
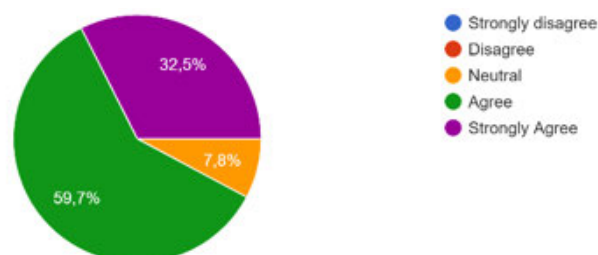

Figure 3. Students' view: A student-teacher benefits from applying microteaching for further teaching career.

In this perspective, we analyzed all 10 statements of the survey and we made a table with the results in accordance with the students' opinion:

Table 1. Students' perspectives

Statements	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
Microteaching is necessary for student-teachers in practice teaching.	41,6	54,5	3,9	0	0
A student-teacher benefits from applying microteaching for further teaching career.	32,5	59,7	7	0	0
Microteaching can give a student-teacher confidence for practicing teaching.	29,9	62,3	7,8	0	0
A student-teacher gets immediate feedback through microteaching for practicing teaching.	19,5	64,9	15,6	0	0
Microteaching puts the student-teacher under the control and all the faults of the student teacher are observed.	2,6	50,6	33,8	10,4	2,6
The whole lesson can be studied objectively.	2,6	35,1	51,9	9,1	1,3
Student teachers take microteaching and practice teaching more seriously.	7,8	61	26	3,9	1,3
Microteaching activates teaching abilities of student-teachers.	32,5	59,7	7,8	0	0
Feedback is useless in microteaching.	3,9	3,9	3,9	32,5	55,8
Supervision during microteaching will be highly important for student teachers.	29,9	58,4	10,4	1,3	0

A percentage analysis of the results of the survey showed the following trends:

The majority of respondents (about 96%) agreed with the point that microteaching method is necessary for student-teachers in teaching practice experience.

Next, a large percentage of participants (approximately 92%) perceive the advantages of microteaching as a means to enhance their further teaching career.

In terms of personal qualities, the group agreed that microteaching can give a student-teacher confidence for practicing teaching, at 92%.

In the question of immediate feedback through microteaching, a substantial percentage of respondents (more than 80%) are considering it to be of importance.

The statement about faults of the teachers: Microteaching puts the student-teacher under the control and all the faults of the student teacher are observed, surprisingly indicated a wide range of responses. More than half of all respondents agreed (53%), while a minority disagreed with that point at13%, and more than 33% decided to stay neutral.

The objectivity of the using microteaching – in relation to giving constructive feedback – also stayed doubtful. Only 37% of respondents agreed, while 51,9% stayed neutral and 10% disagreed.

As per question about taking microteaching and practice teaching more seriously, 68% of the respondent agreed.

According to activating teaching abilities of student-teachers, the vast majority of respondents (more than 90%) agreed with that.

Feedback is definitely useful tool in microteaching, that considered by 88% of the respondents.

As for the last statement about the importance of supervision showed that most of the student teachers (88%) are agreeable with that point.

With regard to RQ 2, we summarised the data related to teaching skills to be acquired for a successful future career. A vast majority of respondents (90%) stated that personal traits that help teachers interact and communicate effectively and perform their responsibilities successfully are more important for a

future career. More than a half students believe that hard skills such as lesson planning, classroom management, assessment, and methodology skills can be acquired and developed through work experience for a teacher's professional growth. Thereby, microteaching provides inexperienced teachers with an opportunity to practise specific teaching skills.

4 CONCLUSIONS

It is essential for inexperienced student teachers to embrace new approaches to continue their professional development. Microteaching strategies and technologies, in this case, can help connect the already acquired theoretical knowledge of future teachers with their practical activities. The study set out to understand the pre-service teachers' views on the microteaching method. The study has found that generally microteaching could promote understanding of student teachers own learning and teaching practice. Furthermore, the findings provide important insights into the positive role of microteaching to develop confidence in future teachers. Within the context of this survey, it should be noted that a very large majority of the students agreed that giving and receiving feedback can be extremely valuable as immediate feedback could be used to help student teachers to identify their strengths or weaknesses and to make necessary improvements for future lessons. Also, it is found out that supervision plays a crucial role in supporting and guiding trainee teachers. As well, by developing microteaching personal and professional skills student teachers can enhance their teaching practice increasing self-confidence and motivation. In accordance with these findings, further studies are required to fully understand the microteaching foundations as a strategy for training future effective teachers. Hence, microteaching course needs to be incorporated into any Teacher Education Programs.

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