



MICRO TEACHING SKILLS

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Abstract

The art of teaching is a complex process, which is not limited to transferring of knowledge from one to another. It requires verbal and non-verbal skills. It includes various techniques in order to transfer knowledge effectively. Not everyone can master it. With the vast growth in all sectors effective teaching skills are in great demand. Therefore, due to this demand, the concept of micro teaching came into action. It is a new innovative program for teachers, which enhances their classroom attitude and behavior. In this paper we will discuss about various teaching skills which helps in teaching learning process.

INTRODUCTION

The teaching skill is specific instructional activities and procedures that a teacher may use in his classroom. Teaching skill is a group of teaching acts/behaviors intended to facilitate pupils' learning activity directly or indirectly. Teaching skills may be defined as a set of teacher behavior which is especially effective in bringing about desired changes in pupil teachers. The activities and behaviors that facilitate learning in students are called teaching skills. Instructional techniques and procedures used by the teacher in classroom as known as teaching skills. Some of the teaching skills are as following:

SKILL OF STIMULUS VARIATION

A teacher uses hand gestures, head and body movements, verbal statements etc in order to draw the attention of her students and to sustain it. The behavior of the teacher is a stimulus to the pupils. However continued use of stimulus may induce disinterest and inattention on account of so many psychological and physiological factors. The teacher must be skilled in securing and sustaining the attention of her pupils. Stimulus variation deals with a change or variation in the stimuli available in the learner's environment. The teacher should know, when, how and what to change so that her students are attentive. Thus the skill of stimulus variation may be defined as a set of behavior for bringing about a desirable change in variation in the stimuli which can be used to secure and sustain the student's attention towards classroom activities.

Components

It is very important for a teacher to ensure and sustain pupil's attention. For this purpose the teacher uses some gestures, body movements, makes certain verbal statements etc. all these behaviors are related to stimulus variation. Some of the components are as following.

- Teacher's movement
- Gestures
- Changes in speech pattern
- Focusing
- Change in interaction style
- Pausing
- Aural-visual Switching
- Physical involvement of the student

INTRODUCTION SKILL

Learning a new lesson is influenced by the process in which the lesson is introduced. The skill of introducing a lesson involves establishing rapport with learners, promoting their attentions, and exposing them to essential contents.

Components

Some of the components are as following.

- Maximum utilization of previous knowledge of pupils
- Using appropriate devices
- Maintenance of continuity
- Relevancy of verbal or non-verbal behavior
- Arouse interest
- Effectiveness

QUESTIONING SKILLS

"Good learning starts with questions, not answers." Questioning skills are essential to good teaching. Teachers often use questions to ensure that students are attentive and engaged, and to assess students' understanding. Probing questions are those which help the learners to think in depth about various aspects of the problem. By asking such questions the teacher makes the learners more thoughtful. The teacher enables the learners to understand the subject deeply. It also benefits learners as it encourages engagement and focuses their thinking on key concepts and ideas.

Questioning skill is an important skill to be developed by any teacher. It is all the more important for all teacher as questioning stimulates the thinking of the students and gets the concepts clarified and hence has significant contribution to teaching and learning for all subjects.

SKILL OF REINFORCEMENT

Reinforcement is strengthening the connection between a stimulus and a response. There are two types of reinforcement's i.e. positive reinforcement and negative reinforcement. Positive reinforcement provides pleasant experience or a feeling of satisfaction which contributes towards strengthening of desirable responses or behaviors. The negative reinforcement results in unpleasant experiences, which help in weakening the occurrence of undesirable responses or behaviors.

The skill of reinforcement can increase the students' involvement in learning in a number of ways. The skill is used when the teacher reinforces correct responses with a smile, when the teacher praises a good response or encourages a slow learner. Such positive reinforces strengthen desirable responses whereas negative reinforces such as scolding, punishing the students, sarcastic remarks etc. weaken the undesirable response. However, the use of more and more positive reinforces maximizes pupils' involvement of learning rather than the use of negative reinforcers. Therefore, the skills of reinforcement involve the teacher to use more and more positive reinforcers and to decrease the use of negative reinforces so that the pupils' participation is maximized.

SKILL OF EXPLANATION

A teacher is said to be explaining when he is describing 'how', 'why' and sometimes 'what' of a concept, phenomenon, event, action or condition. Explaining bridges the gap in understanding the new knowledge by relating it to the past experience. Thus explaining depends upon the type of the past experience, the type of the new knowledge and the type of the relationship between them. Explanations can be made more effective by using simple and clear language for clarity, examples and illustration materials for better understanding and appropriate link words for relating the concepts. Some of the characteristics of explanation skill are as following:

- Clarity
- Continuity
- Relevance to content using beginning and concluding statements

- Covering essential points
- Simple
- Use of inductive, deductive approach

An effective explanation should be simple, clear, concise and interesting. In general it should not be rambling, long or dull. However, what is to be explained may be complex and abstract. Effective explanation requires careful and sensitive planning. It requires the recognition of a number of essential characteristics when putting it into operation.

SKILL OF BLACKBOARD WRITING

Blackboard is an important visual aid used by teachers for effective teaching. A teacher makes extensive use of blackboard in his or her daily classroom teaching for working our problems, deriving formulae, proving theorems, drawing figures, constructing geometrical figures and so on. Every teacher should be proficient in the skill of using blackboard. Good blackboard writing leads to the following:

- Clarity in the understanding of concepts
- Reinforcement of the idea which is being verbally presented.
- Conveying a holistic picture of the content.
- Adding variety to the lesson and drawing attention of the pupils to the key concepts.

CONCLUSION

Micro teaching has several advantages. It focuses on sharpening and develops teaching skills and eliminating errors. It enables understanding of behaviors important in classroom teaching. It increases the confidence of the learner teacher. It is a vehicle of continuous training applicable at all stages not only to teachers at the beginning of their career but also for more senior teachers. It enables projection of model instructional 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.

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