

**EFFECTIVE MICRO-TEACHING ACTIVITIES AS STRATEGY TOWARD
ACHIEVING TEACHING PRACTICE EXERCISE IN THE NIGERIA
CERTIFICATE IN EDUCATION**

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ABSTRACT

Microteaching exercise has been included in teacher preparation programme of the Nigerian certificate in education. Passing microteaching theory and practicum is one of conditions for allowing students to go for teaching practice exercise. This paper addresses the need for effective microteaching programme for quality teaching practice exercise in the Nigerian certificate in education programme. The paper highlights the importance of microteaching toward qualitative teaching practice exercise. The paper goes on to explain the concept of teaching practice and microteaching as a medium for effective teaching practice exercise. Finally the paper discusses the justification of microteaching in the teacher preparations programme and made some recommendation for effective microteaching for quality teaching practice exercise in the Nigeria Certificate of Education programme.

KEYWORDS: Microteaching, Teaching practice, strategies.

INTRODUCTION

The mandate of the teacher training programme at the Nigeria Certificate in Education level, which is the recognized minimum teaching qualification in Nigeria, is to produce quality teachers for the basic education sub-sector (FGN 2013) thus, if the NCE is to remain relevant to the sub-sector it is intended to serve, it must do more than it is presently doing. It must prepare teachers with knowledge and skills required to teach effectively at the different level and areas of the basic education programme. The NCE programme being a major sector of teacher education, generally aims at producing teachers with high personnel and professional discipline and integrity, teachers who are dedicated with appropriate knowledge, skills and attitudes that would facilitate easy achievement of the national goals (FGN 2004).

In the education industry, just like other professional fields of study, students usually undergo a form of practical training as an extension or expansion of theoretical aspect of their course, with a view to putting into practice the various components of their courses. One of the most common and essential practical training under the educational sector- is the teaching practice; where all the prospective teachers are usually posted to various educational institutions to teach pupils or students for a specified period of time. According to National Policy on Education (FGN 2004) teaching practice is one of the aspects of training required to become a professional teacher. Many student teachers encounter a lot of problems in handling their pupils/students and also the various classroom activities. This is most prominent where the student teachers were not effectively engaged in micro-teaching activities to receive adequate coaching of how to prepare their lesson or how to impart knowledge to their students with much ease, how to plan and

use instructional materials etc. according to Abifarin 2012, micro teaching is a scaled down teaching procedure involving teacher-trainee or student-teacher in which teaching is based on a well planned but a brief lesson where few students are involved and a limited time is used for teaching with the sole aim of exposing the student-teacher to the rudiment of the art of teaching. Micro teaching is very essential to the training of students-teachers in teachers-training colleges and universities just as clinical training and most court presentation are essential to the medical students and law student respectively. That is why it forms an essential part of teachers education programme. Micro-teaching microteaching is normally carried out before a student teacher or trainee is allowed to go for teaching practice exercise. This is to enable him/her to have an objective appraisal of himself/herself for the purpose of self improvement, confidence and competence in the art of teaching.

ESSENCE OF MICROTEACHING IN TEACHING PRACTICE

In our traditional mode of teachers training a great dependence is observed on the availability of pupils, classroom and cooperation from the staffs of the practicing Manga (2014) the microteaching approach incorporating stimulating techniques help training institution in overcoming the hardship faced in the task of organizing students teaching. Microteaching help in reducing the complexities of the normal class room teaching as it reduces the size of the class and duration of the lesson and provide proper opportunities for practicing one component of teaching skill at a time by using single concept of the content. Microteaching works as a laboratory exercise to focus training on the acquisition of teaching skills and instructional techniques. Here, a trainee can experiment with several alternatives in a limited time and resources. It is just like learning the art of operating human body part in an educational laboratory by a student doctor before actually operating a patient.

Generally, there are major purposes of microteaching. These are:

1. To enable student-teacher develop teaching skills under controlled conditions without hampering the learning of the pupils.
2. To enable experienced teachers examine, refine and update their teaching techniques.
3. To enable the student-teacher and experienced teachers to be aware and cope adequately with latest technologies, that are flowing from time to time to the field of education as a result of research finding and technological development.
4. Microteaching is a practical teaching experiment of teaching techniques, skills strategist and research finding in the classroom. Therefore, to achieve the above started purpose of microteaching, it will involve adequate planning, teaching, observing and re-planning, re-teaching and re-observing of the student teachers and experienced teachers by the supervisor and colleague of the student-teachers on regular bases Abifarin (2012).

PURPOSE OF TEACHING PRACTICE

Teaching practice is very essential aspect of teachers education programme, even though some teachers and student-teachers do not seem to recognize its importance.

They merely regard it as a requirement for the teacher training programme only without taking in to cognizant all the important values and experiences which teaching practice infuses in to the students-teachers such as developing positive professional attitudes, understanding the skills of teaching etc Gar (2013). He further said many others including scholars and educators realized the significance of the programme which encourages and develop teaching competence among the prospective teachers. It also provides an opportunity for gaining insights in to the full text of teaching.

The purpose of teaching practice was stated by the National Policy on Education (2004:39) as follows:

- i. To produce highly motivated, conscious and efficient class room teachers for all level of our educational system.
- ii. To encourage further the spirit of enquiry and creativity in teachers. iii.
To help teachers to fit in to the social life of the community and the society at large and enhance their commitment to national goals.
- iv. To provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.

The NPE (2004) further recommend that all teachers in educational institutions shall be professionally trained, and special education programme must be designed for preparation of teachers. These special education programmes includes, the teaching practice activities (skill building for professionalism), practical activities, project writing and so on. All these would help the student teacher to acquire enterpreneural ability.

MICROTEACHING AS MEDIUM FOR EFFECTIVE TEACHING PRACTICE EXERCISE

Microteaching represents an appropriate innovative technique for helping the student teachers being trained in the colleges of education in their acquisition of the desired teaching skills (Mangal, 2014). As a matter of definition microteaching can be define as a sort of specialized training technique that provides appropriate opportunities to the student-teacher for the practice and development of some specific teaching skills by organizing teaching in it micro form (miniature in term of class, size, time duration and content to be covered).

In a microteaching class the student-teacher or teacher-trainee is expected to teach a particular predetermined micro teaching skill for a specific short period of time upon which he/she is assessed and constructively criticized by his/her supervisor and colleagues. At the end of his/her teaching the student-teacher or trainee is offered the opportunity of re-planning and re-teaching the previous lesson taught in order to effect all necessary corrections raised by his/her supervisor and colleagues. And this would build a solid foundation for teaching practice exercise.

Abifarin (2019) identify the followings as the benefit of microteaching exercise to student-teachers on teaching practice.

- i. Microteaching affords the students teachers or trainee the opportunity to acquire needed skills and competencies for practicing as trained teacher.

- ii. The programmed builds up courage and confidence in the student teacher to teach without fear. That is, the problem of psychological fear usually faced by studentteacher in their first encounter in the classroom is eliminated.
- iii. More teaching also affords the student-teacher the opportunity tom practicalise all their theoretical experiences gained in the different aspect of education such as sociology of education, psychology of education, theory and practice of education and other aspect of education.
- iv. It equally affords the student –teacher the opportunity of immediate correction of their mistakes while teaching. That is, the student-teacher, the supervisor and collenque correct his/her mistakes detected ann observed by them while he/she was teaching from him/her to make immeadiate and all the necessary correction in order tom improve his /her teaching skills and competencies
- v. Micro teaching exposes the student-teacher to effective planning and executing of his/her lesson in accordance with the stated objectives of his lesson.
- vi. It also protects the student from being subjected to poor teaching methods by the student –teacher during teaching practice exercise.
- vii. Micro teaching equally affords the student-teachers the opportunity at selfcriticism and self assessment of their teaching through the use of recorded video clips or audio tpe recording of their micro teaching session. The student-teachers self evaluation improve and enhance mastery of their learn micro teaching skills. viii. The micro teaching exercise offers the student –teachers the opportunity of practical sing their theoretical experiences in sociology of education and psychology of education in handling some social and psychological problems affecting the leaner’s in their classrooms with the sole aim of providing lasting solution to them.

JUSTIFICATION FOR MICROTEACHING EXERCISE

When microteaching procedures are adequately followed in MCE programme, it will definitely go a long way in creating the concept of self confidence in student teachers. This follow up is to ensure that the student-teachers need to be knowledgeable in theory and in practice for a successful teaching practice exercise. According to Ukeje (1992:6) “the teacher need greater depth knowledge, increase skills of teaching, right attitude and improved human characteristics and relations”. His education must be intensive and extensive; it must sound and profound. That is, adequate and maximum attention must be paid on the student-teaching during microteaching practicum with maximum supervision and guidance. This is the only way a student-teacher can have full confidence in teaching practice activities. Often, even when necessary instructional materials are available to the student teacher, but because the microteaching skills was not properly acquired, the zeal of instructional delivery diminishes. Therefore, it is necessary to have an effective microteaching theory and practicum to keep the teaching practice exercise meaningful. Finally, therefore basic teaching skill to be learnt by the student teacher and these basic skills techniques and strategies are learnt through effective microteaching theory and practicum in teacher education programmes, Kanno (2004:26) put it “qualitative and quantitative system of teacher education can be

attained, if priorities are laid toward the in calculation of basic teaching skills, strategies and techniques”. Teaching practice is central to the preparation at student-teachers for a qualitative and productive life as teachers. It also prepares them for effective performance of their duties, if they are both academically and professionally competent.

PEDAGOGICAL CONSTRAINT OF MICROTEACHING IN THE NIGERIA CERTIFICATE IN EDUCATION PROGRAMME

It is a known fact that, no system of education can achieve its purpose without all the necessary thing needed for effective curriculum implementation. Most of the college of education still make use of obsolete equipment that are imported in 1980’s by the federal government. For instance, Agwubike Akpomedaye and Bestmart-Digbori (2007) observed that some of the introductory technology equipments imported in to the country by the federal government in the 1980’s are still packed and preserved in the crates in which they were shipped in to the country due to poor availability of acquired technicians to operate them.

Abifarin (2019) opine that, the following are some of the disadvantage of microteaching these are:

- i. To effectively carryout micro-teaching in schools there is a need to purchase some electronic gadgets such as interactive board, television, video recorder, tape recorder and some other recording gadgets. In addition, there is need to build a microteaching studio and even closed circuit television (CCTV) studio. All these tasks are very expensive to accomplish. This is a serious hindrance to effective execution of microteaching in schools.
- ii. A major problem to the execution of microteaching is the competence of the student-teachers in handling some modern teaching instruction (media which are computer based). For instance, to adequately operate modern multimedia projectors, interactive board, video recorders and players and some other modern teaching machines by the student-teachers a good knowledge of computer literacy is essential. But most of the student-teachers are deficient in this area.
- iii. Microteaching may inject half-baked teachers in to the teaching profession if not properly monitored. This is because, if the student-teachers are not given enough period to undergo microteaching exercise as a result of population of the students involved yearly and limited available time for such exercise, majority of the student-teachers may not be very skillful in the art of teaching. This may pose some other problems to the teaching profession.
- iv. Inability of institutions to build a standard microteaching laboratory is another major problem of microteaching. Ideally, microteaching practical is supposed to be carried out in a microteaching laboratory. An ideal microteaching laboratory is purposely build for microteaching exercise and it is fully equipped

with all the necessary gadgets such as closed circuit television system, video camera, playback machine, computer video projector, television monitor and other related modern equipment. But in most teachers training institutions in Nigeria, there are no standard microteaching laboratories. In most of the colleges of education, universities, and polytechnics where educational course are thought, microteaching is merely carried out in sub-standard laboratories or in most cases, in the normal classrooms. This is not good enough, because of its adverse effect on micro teaching practical sessions in most of the teacher training institutions.

- v. Frequent electricity power failure is another problem affecting micro teaching in most of the teacher training institutions. For instance today, there is epileptic electricity power supply and most of the institutions cannot afford power generating sets and most micro teaching laboratories can only function effectively through regular power supply. This is a situation that poses a lot of problem to effective execution of micro teaching practicum in most teacher training institutions in Nigeria.

RECOMMENDATIONS

The achievements of laudable teaching practice exercise envisaged in the NPE, depend on effective implementation of micro teaching programme. To foster national development through preparation of teachers towards producing compliant teaching practice exercise, the following recommendations are made.

- i. Qualified teachers with good teaching skills and knowledge only should be employed in all our institutions of learning to salvage effective micro teaching for well to do teaching practice exercise.
- ii. Government should build standard micro teaching laboratories in the institutions where teacher education programmes are offered.
- iii. Frequent supply of electric power should be ensured in laboratories where micro teaching is carried out.
- iv. A lot of periods on the school time table should be devoted to microteaching. This is because for a meaningful micro teaching exercise, there is need to share the entire number of student teacher to smaller unit of about ten student in a unit. Therefore, to ensure that all the student teacher participate fully and efficiently.
- v. A harmonized pay package and incentives should be designed for all teaching practice students that performed well in micro teaching exercise.

CONCLUSION

It can be concluded that, education is a veritable fort that all worlds can use skillfully to accomplish whatever national development or objectives they wish. Teacher preparation is vital aspect of ensuring professional builders at nation. Therefore all the necessary teaching skill needed to be addressed to student teacher micro teaching theory and practicum. This will ensure an effective and sound micro teaching practice that will produced competent professional teachers.

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