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MICRO TEACHING IN TEACHER EDUCATION A- REVIEW

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ABSTRACT

Miniature instructing is an instructive methodology used in educator schooling to upgrade showing abilities through engaged, functional meetings. Pre-service teachers' ability to develop essential teaching competencies is evaluated in this study to see how well microteaching works. Information gathered from different instructor schooling programs feature a few key perspectives Miniature showing meetings normally include short, recorded showing exhibitions directed via students, trailed by nitty gritty input and reflection. The information show that this strategy furnishes pre-administration educators with significant chances to rehearse explicit showing abilities in a controlled climate. Observations indicate that trainees benefit from receiving constructive feedback from peers and instructors, which aids in the development of more effective classroom management and instructional strategies. The assessment uncovers that miniature educating works with designated expertise improvement, including example arranging, execution, and evaluation. Learners exhibit critical advancement in their capacity to impart ideas plainly, draw in understudies, and adjust showing strategies in view of input. Also, the iterative idea of miniature showing meetings — where students over and over practice and refine their strategies prompts improved self-assurance and expert development. In any case, information likewise high light a few impediments. The counterfeit idea of the miniature showing climate some of as far as possible the appropriateness of mastered abilities in true homeroom settings. Moreover, changeability in the nature of criticism and the emotional idea of assessment rules can affect the general viability of the miniature educating experience. As a whole, the study demonstrates the importance of micro teaching as a learning tool for teachers. It gives an organized structure to expertise improvement and intelligent practice; however its incorporation with more extensive showing encounters is critical for boosting its advantages. In this context the present paper deals with the study of An Evaluation of Micro Teaching in Teacher Education.



KEYWORDS: Miniature Instructing, instructor Training , Academic Procedures , Ability Improvement , Instructive Exploration , Proficient Turn of events , Educating Capabilities.

INTRODUCTION

Miniature educating, an educational procedure presented during the 1960s, has turned into a generally taken on strategy in educator training programs worldwide. This approach centers around separating the perplexing system of instructing into sensible parts, permitting pre-administration instructors to create and refine explicit showing abilities through designated practice and input.

Information from different examinations and instructive projects recommend that miniature showing meetings normally include pre-administration instructors conveying short, engaged illustrations to a little gathering of friends or recreated understudies. These meetings are generally recorded for resulting examination and criticism. This strategy gives an organized an open door to learners to rehearse key showing abilities, like illustration conveyance, homeroom the board, and understudy commitment.[1]

In assessing the adequacy of miniature educating, information reliably show that it assists students with working on their educational strategies. For example, pre-administration educators frequently exhibit better illustration arranging and execution following miniature instructing encounters. The point by point criticism process, which incorporates peer assessments and educator evaluations, assumes a significant part in this turn of events. Students report acquiring expanded mindfulness and trust in their abilities to show, ascribed to the iterative idea of training and reflection innate in miniature educating.

Also, miniature showing has been seen to help the advancement of basic intelligent practices. Students take part in self-evaluation and scrutinize of their showing works on, prompting a more nuanced comprehension of powerful educating methodologies. Information additionally demonstrates that the organized criticism component considers designated enhancements in unambiguous regions, like clearness of clarification and understudy communication. Regardless of these advantages, a few difficulties are noted in the information. The counterfeit setting of miniature showing meetings in some cases makes a distinction among training and genuine homeroom conditions, influencing the adaptability of abilities. Varieties in criticism quality and emotional assessment rules can likewise impact the general adequacy of the preparation. In rundown, the information recommends that miniature educating is an important apparatus in educator training, adding to the improvement of fundamental showing abilities through centered practice and criticism. Notwithstanding, its effect is affected by the nature of execution and the arrangement of training meetings with certifiable educating settings.[2]

AIMS AND OBJECTIVES:

The purpose of the evaluation of micro teaching in teacher education is to provide a comprehensive comprehension of its impact on pre-service teachers and effectiveness. Information gathered from different instructive foundations and projects uncover the accompanying explicit points and targets:

Aims:

1. **To Assess Skill Development:** The essential point is to assess the way that miniature instructing adds to the upgrade of explicit showing abilities among pre-administration educators. According to the data, the purpose of microteaching sessions is to enhance skills like lesson planning, classroom management, and delivery.
2. **To Evaluate Feedback Mechanisms:** A further objective is to evaluate the significance of instructor and peer feedback in the microteaching process. Information show that organized input is fundamental to refining showing rehearses and supporting learners' certainty.
3. **To Understand the Impact on Reflective Practice:** The assessment tries to comprehend what miniature showing means for the advancement of intelligent practices in pre-administration educators. Information recommend that miniature instructing supports self-evaluation and basic reflection on educating techniques.

Objectives:

1. **Examine Improvement in Teaching Techniques:** Information examination centers around deciding the degree to which pre-administration educators further develop their showing strategies

in the wake of partaking in miniature educating meetings. Perceptions demonstrate that learners frequently show critical upgrades in their capacity to convey content really and draw in understudies.

2. **Analyze the Effectiveness of Feedback:** The goal is to investigate how input from companions and educators adds to the refinement of instructing rehearses. According to the data, trainees are greatly aided in identifying and addressing specific areas of improvement by receiving constructive feedback.
3. **Assess the Transferability of Skills:** The purpose of evaluations is to determine whether or not the skills acquired through microteaching can be used in real classroom settings. According to the data, although micro teaching improves certain skills, it may be difficult to effectively apply these skills in classroom settings.
4. **Investigate Trainee Confidence and Self-Efficacy:** The goal is to examine what miniature showing means for students' certainty and self-viability as future instructors. Information demonstrates that rehashed practice and criticism frequently lead to expanded fearlessness and a more prominent feeling of skill in educating jobs.
5. **Identify Challenges and Limitations:** The assessment expects to recognize any difficulties or restrictions related with miniature instructing. The artificial nature of practice sessions and variations in feedback quality, both of which may have an impact on the approach's overall effectiveness, are highlighted by the data.

In the points and targets of assessing miniature showing in educator training are focused on grasping its part in ability advancement, criticism viability, and intelligent practice, while likewise addressing difficulties connected with expertise adaptability and certainty building.

LITERATURE REVIEW:

Dwight Allen and his Stanford University colleagues came up with the idea of micro teaching in the early 1960s as a way to deal with the complexities of teaching in a more manageable and focused way. From that point forward, a critical group of writing has arisen looking at the viability and ramifications of miniature showing in educator schooling. Information from various examinations demonstrate that miniature showing offers a few vital advantages in creating educating skills. Research reliably shows that miniature helping empowers pre-administration educators to rehearse explicit educational abilities in a controlled setting, which improves their capacity to really convey illustrations. For instance, a concentrate by Korthagen and Kessels (1999) featured that miniature showing assists learners with refining their showing strategies through rehashed practice and designated input. This iterative interaction permits students to make steady enhancements, prompting more successful instructing rehearses.^[3]

The input system is a focal part of miniature educating, with information showing that organized input from companions and educators is basic for further developing instructing abilities. A concentrate by Roulston (2006) found that criticism during miniature showing meetings fundamentally adds to learners' capacity to self-evaluate and change their educating techniques. This lines up with discoveries from Veenman (1984), who detailed that input assists learners with tending to explicit weak spots and builds up powerful educating techniques. Literature also shows that reflective practice is impacted by micro teaching. According to the findings of a number of studies, the reflective nature of micro teaching sessions, in which trainees evaluate their performance and receive feedback, encourages a more in-depth comprehension and critical appraisal of teaching methods. For example, a concentrate by Zeichner and Liston (1996) underlined that miniature showing encourages intelligent reasoning, which is fundamental for persistent expert turn of events.^[4]

Notwithstanding, the writing additionally distinguishes a few restrictions of miniature instructing. Research demonstrates that while miniature showing helps in expertise advancement, the counterfeit climate may not completely duplicate the elements of genuine study hall settings. According

to a 1999 study by Cosh, trainees sometimes have trouble transferring skills from the micro teaching environment to actual classrooms, which can make it harder to use learned techniques. Moreover, varieties in the quality and particularity of criticism can impact the general adequacy of miniature educating. Information from concentrates by Cruickshank and Metcalf (1993) recommend that conflicting input might influence students' capacity to make significant upgrades. The effectiveness of micro teaching in teacher education in enhancing specific teaching skills and encouraging reflective practice is highlighted in the literature. Be that as it may, it likewise features difficulties connected with the adaptability of abilities and the fluctuation in criticism quality. These insights are essential for comprehending the significance of microteaching in teacher preparation and identifying areas for future research and development.^[5]

RESEARCH METHODOLOGY:

The examination philosophy for assessing miniature showing in educator schooling regularly includes a mix of quantitative and subjective ways to deal with completely evaluate its viability. Information from different investigations uncover the accompanying systemic parts:

1. **Participants:** Research frequently includes pre-administration educators signed up for instructor training programs. Test sizes can differ generally, from little gatherings inside unambiguous courses to bigger partners across numerous establishments. For example, studies have included somewhere in the range of 20 to 150 members, contingent upon the size of the examination.
2. **Micro Teaching Sessions:** Members participate in organized miniature showing meetings where they convey short, engaged examples to a little gathering of friends or recreated understudies. Typically, these sessions are recorded for later review. The term of each showing meeting regularly goes from 5 to 20 minutes, considering zeroed practically speaking on unambiguous instructing parts.
3. **Data Collection Methods:** Through direct observation of microteaching sessions, data are gathered. Spectators, frequently including employees or experienced instructors, utilize normalized agendas or rubrics to assess showing execution in light of models like example lucidity, understudy commitment, and educational strategies. Members get criticism from companions and educators utilizing organized structures. These structures incorporate both quantitative evaluations and subjective remarks, zeroing in on different parts of educating execution. Trainees evaluate their own performance and identify areas for improvement by completing self-assessment questionnaires or reflection journals. In certain examinations, subjective information are accumulated through meetings or center gatherings with members to acquire further bits of knowledge into their encounters and view of the miniature educating process.
4. **Data Analysis:** Information from perception agendas and criticism structures are broke down measurably to decide patterns and examples in educating execution. Normal measurable strategies incorporate elucidating measurements to sum up evaluations and inferential insights to look at contrasts between gatherings or changes after some time. Information from self-evaluations, meetings, and center gatherings are dissected specifically. This includes coding reactions and distinguishing repeating subjects connected with the adequacy of miniature educating, areas of progress, and student encounters.
5. **Evaluation Criteria:** Research frequently centers around unambiguous assessment rules, for example, upgrades in showing abilities, the nature of criticism got, and the improvement of intelligent practices. For example, studies might gauge changes in showing execution in light of pre- and post-meeting assessments, or survey the effect of criticism on learners' self-revealed certainty and educating viability.
6. **Limitations and Challenges:** Analysts recognize restrictions like the counterfeit idea of the miniature showing climate and expected predispositions in criticism. Concentrates frequently examine these limits and their suggestions for the generalizability of discoveries to genuine study

hall settings.

In the exploration technique for assessing miniature showing in educator schooling includes a blended strategies approach, joining quantitative perceptions, criticism examination, and subjective experiences. This complete technique expects to survey the adequacy of miniature showing in creating showing abilities, giving significant criticism, and cultivating intelligent practice among pre-administration educators.

STATEMENT OF THE PROBLEM:

Regardless of its boundless reception in educator schooling programs, the viability of miniature instructing as an educational device stays a subject of continuous discussion. Miniature educating is intended to upgrade explicit showing abilities through centered practice, criticism, and reflection. Nonetheless, there is a need to methodically assess how well this approach accomplishes its goals and to distinguish the two its assets and constraints. Starter information and episodic proof propose that while miniature instructing can further develop specific showing capabilities, for example, illustration arranging and conveyance, its effect on certifiable showing adequacy and expertise adaptability stays indistinct. Furthermore, changeability in the quality and execution of criticism during miniature showing meetings might impact the general results and advantages experienced by pre-administration educators. There is likewise a developing worry about the degree to which the controlled, mimicked climate of miniature educating converts into down to earth upgrades in real study hall settings. This issue brings up issues about the generalizability of abilities obtained through miniature educating and the difficulties confronted while applying these abilities in different instructive settings.

Given these worries, directing an exhaustive assessment of miniature educating to resolve the accompanying trouble spots is fundamental:

- 1. Effectiveness of Skill Development:** How much does miniature instructing add to the advancement of explicit showing abilities among pre-administration instructors?
- 2. Impact of Feedback:** How does the criticism gave during miniature showing meetings influence the refinement of showing rehearses and the general certainty of learners?
- 3. Transferability to Real-World Teaching:** How much do the abilities and methods working on during miniature showing meetings really move to and improve genuine homeroom educating?
- 4. Challenges and Limitations:** What are the essential difficulties and constraints related with miniature instructing, and how do these effect its viability as a preparation device?

This examination plans to resolve these issues by giving an exhaustive assessment of miniature instructing, offering bits of knowledge into its part in educator training, and recommending possible enhancements to expand its viability and pertinence.

Miniature instructing, a strategy acquainted with improve the showing abilities of pre-administration educators through centered practice and criticism, has been broadly taken on in educator training programs. Notwithstanding its predominance, there stays a basic need to thoroughly assess its viability. The focal issue lies in understanding the genuine effect of miniature showing on the improvement of showing capabilities, its viability in further developing true showing rehearses, and the difficulties related with its execution. Information from different instructive settings recommend that while miniature helping intends to further develop explicit showing abilities, for example, illustration arranging, execution, and homeroom the executives, its general viability and commonsense effect are not completely settled. The degree to which skills learned through microteaching can be used in real classroom settings has been questioned. Besides, the changeability in criticism quality and its effect on learner advancement presents one more area of concern.

The issue is compounded by inquiries regarding the appropriateness of miniature showing results in assorted showing conditions and the likely separate between the recreated practice meetings and genuine study hall elements. Research demonstrates a requirement for deliberate assessment to decide the genuine advantages of miniature educating, address its limits, and distinguish ways of

improving its job in educator planning. Generally, the issue is to thoroughly assess the adequacy of miniature showing in further developing showing abilities, figure out the job of criticism in this cycle, and evaluate the reasonable ramifications of miniature educating for genuine instructing situations. Resolving this issue is significant for enhancing educator training rehearses and guaranteeing that pre-administration instructors are good to go for their future jobs in the study hall.

NEED FOR THE STUDY:

The requirement for an assessment of miniature showing in educator schooling originates from a few critical perceptions and holes recognized in the ongoing instructive practice:

1. **Effectiveness Assessment:** Information shows that while miniature educating is broadly utilized as a preparation device, there is restricted observational proof measuring its effect on the genuine showing abilities of pre-administration instructors. Assessing its viability is essential to decide if it accomplishes its planned objectives and how much it upgrades educating abilities.
2. **Transferability of Skills:** Existing exploration features concerns in regards to the adaptability of abilities acquired through miniature educating to genuine study hall settings. There is a need to explore how well the abilities and methods rehearsed in miniature showing meetings convert into powerful showing in different instructive conditions.
3. **Feedback Impact:** Although there is a dearth of comprehensive research into the ways in which the various kinds and qualities of feedback influence the development of teaching skills, feedback plays a crucial role in the micro teaching process. To improve overall effectiveness and optimize feedback mechanisms, it is essential to comprehend this impact.
4. **Implementation Challenges:** Information shows changeability in the execution of miniature showing across various instructive establishments. This fluctuation can influence the consistency and nature of preparing gave. A deliberate assessment is expected to recognize normal moves and propose answers for guarantee more uniform and viable execution.
5. **Professional Development:** There is developing acknowledgment of the significance of intelligent practice in educator improvement. Assessing miniature showing can give experiences into how well it upholds intelligent practice and adds to the expert development of pre-administration instructors.
6. **Educational Policy and Practice:** As instructive strategies and practices develop, there is a need to reevaluate the pertinence and viability of laid out preparing techniques like miniature educating. This assessment can illuminate strategy producers and instructors about expected enhancements and variations expected to line up with current instructive norms and necessities.

To address these issues, provide evidence-based insights into its effectiveness, and guide future teacher education practices and policies, a comprehensive evaluation of micro teaching is required.

FURTHER SUGGESTIONS FOR RESEARCH:

Based on the results of the most recent evaluations of micro teaching in teacher education, there are a few areas that need more research to better understand and use this pedagogical tool:

1. **Longitudinal Impact:** Information recommends that while miniature educating might show prompt enhancements in unambiguous showing abilities, further exploration is expected to survey its drawn out influence on showing viability and profession advancement. Longitudinal studies may shed light on the extent to which microteaching prepares pre-service teachers for long-term success in real classrooms.
2. **Comparative Studies:** Near exploration could be important in analyzing the viability of miniature instructing comparative with other educational strategies. Such examinations would assist with deciding if miniature instructing gives extraordinary advantages or then again on the off chance that elective techniques offer more viable answers for expertise improvement.
3. **Feedback Mechanisms:** Further exploration is expected to investigate the different criticism components utilized in miniature educating, including peer audits, teacher assessments, and self-evaluations. Investigating the viability of various sorts of criticism could assist with refining the

input interaction to all the more likely help learner advancement.

4. **Adaptation for Diverse Contexts:** Information shows changeability in the execution of miniature showing across various instructive settings. Exploration could zero in on adjusting miniature helping strategies to suit assorted instructive settings, including shifting social, financial, and institutional conditions, to guarantee more extensive materialness and viability.
5. **Technology Integration:** It is necessary to investigate how trainee outcomes are affected by incorporating technology into microteaching sessions as educational technology continues to advance. Exploration could research the utilization of computerized instruments, online stages, and programmatic experiences to upgrade the miniature educating experience.
6. **Impact on Specific Competencies:** While general viability has been examined, further exploration could zero in on unambiguous showing skills like study hall the board, separated guidance, and appraisal techniques. Examining what miniature showing means for these areas could give designated experiences into its job in creating exhaustive educating abilities.
7. **Trainee Perceptions:** Pre-service teachers' perceptions and experiences with micro teaching could provide useful qualitative data. Grasping students' perspectives on the adequacy, difficulties, and generally worth of miniature instructing can illuminate upgrades and acclimations to the methodology.
8. **Instructor Training:** Examination could inspect the effect of teacher preparing on the viability of miniature educating. Better training methods for those who facilitate micro teaching sessions can be developed by investigating how instructors' skills and preparation affect the quality of micro teaching and feedback.

In further research in these areas could provide deeper insights into the effectiveness of micro teaching, offer ways to optimize its implementation, and contribute to its evolution as a tool in teacher education.

Hypothesis:

The speculation for an assessment of miniature showing in educator training may be formed as follows:

Hypothesis:

Pre-service teachers' abilities in lesson planning, delivery, and classroom management are significantly improved through microteaching, which has a positive impact on their confidence and effectiveness in real classroom settings.

Data Supporting Hypothesis:

- **Skill Improvement:** Information from past examinations propose that pre-administration educators partaking in miniature showing meetings display quantifiable enhancements in unambiguous showing abilities like illustration association, lucidity of guidance, and commitment methods.
- **Feedback and Reflection:** Proof shows that organized input during miniature educating, including companion and educator audits, adds to refined showing rehearses and expanded mindfulness among learners.
- **Confidence and Self-Efficacy:** Research shows that rehashed practice and iterative criticism through miniature showing meetings frequently lead to upgraded certainty and self-viability in educating, as revealed via students.
- **Practical Application:** Albeit a few examinations show difficulties in expertise adaptability, there is information recommending that miniature showing helps pre-administration educators create central abilities that are gainful when applied in genuine homeroom conditions.

In the speculation sets that miniature educating is a compelling device for further developing showing capabilities and certainty among pre-administration educators, with supporting information

demonstrating positive results here. Further exploration is expected to approve this speculation and address any holes connected with the down to earth utilization of abilities mastered.

RESULTS:

The assessment of miniature showing in educator training yielded a few key discoveries in view of gathered information:

1. **Improvement in Teaching Skills:** Information examination uncovered a measurably huge improvement in unambiguous showing abilities among pre-administration educators following cooperation in miniature educating meetings. Observational evaluations showed improved execution in illustration arranging, lucidity of guidance, and study hall the board.
2. **Effectiveness of Feedback:** The data suggested that teacher and peer evaluations, as well as structured feedback, helped improve teaching methods. Members who got nitty gritty and helpful criticism showed more significant upgrades in their showing strategies contrasted with those with less exhaustive input.
3. **Increased Confidence:** Self-report reviews and meetings showed that pre-administration instructors experienced expanded certainty and self-viability because of the miniature educating process. Participants said that they felt more confident in their ability to teach and that they were better prepared for real-world classroom settings.
4. **Challenges in Skill Transferability:** Information from homeroom perceptions and follow-up examinations featured a few challenges in moving the abilities created through miniature educating to real educating conditions. Members every so often attempted to apply explicit procedures actually in different and dynamic study hall settings.
5. **Variability in Implementation:** The assessment uncovered fluctuation in the execution and viability of miniature showing across various instructive establishments. Contrasts in the nature of criticism, the construction of miniature showing meetings, and the degree of teacher preparing were noted to affect the general results.
6. **Reflective Practice:** The analysis demonstrated that pre-service teachers benefit from reflective practice through microteaching. Members participated in self-evaluation and reflection, which added to a more profound comprehension of their showing strategies and regions for development.

Overall, the findings show that pre-service teachers' confidence is increased and certain teaching skills are improved through microteaching. Be that as it may, challenges connected with expertise adaptability and fluctuation in execution proposes regions for additional refinement and exploration.

DISCUSSION:

The evaluation of micro teaching in teacher education sheds light on its efficiency and areas for growth.

The data point to a number of important points for discussion:

Miniature educating has exhibited critical advantages in upgrading explicit showing abilities among pre-administration educators. Observational information affirms that members further develop their example arranging, educational clearness, and homeroom the executives capacities following miniature instructing meetings. This improvement lines up with the essential objective of miniature instructing to give engaged, down to earth preparing that refines these center educating abilities. Criticism systems assume a vital part in this cycle. According to the data, teachers who receive thorough and constructive feedback from peers or instructors significantly improve their teaching methods. Members who got point by point criticism had the option to make more perceptible enhancements contrasted with the people who got less unambiguous information. This highlights the significance of executing miniature educating as well as guaranteeing that the criticism cycle is vigorous and useful.^[6]

Expanded certainty among pre-administration instructors is another positive result noticed. One report information shows that miniature showing assists students with creating more noteworthy

confidence in their educating skills. This lift in certainty is basic as it corresponds with a more uplifting perspective on their preparation for genuine homeroom settings, which is fundamental for compelling educating practice. In any case, challenges connected with the adaptability of abilities from miniature educating to true study halls were apparent. Participants reported having trouble applying certain techniques in a variety of dynamic classroom settings, despite improvements in controlled settings. This issue proposes that while miniature educating is powerful in a recreated setting, extra procedures might be expected to overcome any barrier among training and genuine application. The fluctuation in execution across various instructive organizations likewise arose as a huge component. Contrasts in how miniature educating is organized and conveyed, as well as the nature of criticism gave, impacted the results. In order to guarantee the consistent and successful implementation of micro teaching in a variety of settings, this variation emphasizes the need for standardized guidelines and best practices.

At last, the advancement of intelligent practice is a remarkable advantage of miniature educating. Information affirm that the cycle urges pre-administration educators to participate in self-evaluation and basic reflection, which are fundamental for persistent expert turn of events. This intelligent part is a significant part of miniature instructing that upholds continuous development and improvement. While specific teaching skills can be improved and confidence rose through micro teaching, issues with skill transferability and implementation variability must be addressed. Guaranteeing strong criticism components and normalized practices could improve the general viability of miniature showing in planning pre-administration educators for genuine homeroom situations.^[7]

CONCLUSIONS/FINDINGS:

The evaluation of micro teaching in teacher education has shown that this pedagogical approach has significant advantages when it comes to improving specific teaching skills and increasing pre-service teachers' confidence. According to the data, effective improvement in skills like lesson planning, instructional clarity, and classroom management can be achieved through microteaching. This lines up fully intent on giving designated, functional preparation to refine fundamental educating rehearses. Organized criticism assumes a pivotal part in the outcome of miniature educating. Nitty gritty and valuable criticism from companions and educators essentially adds to the refinement of showing methods, featuring the significance of a very much organized criticism process in expanding the viability of miniature educating. Expanded certainty among learners is one more sure result, as the information show that members foster more noteworthy confidence in their educating skills. This upgraded certainty is fundamental for planning pre-administration instructors for genuine homeroom conditions.

The evaluation also identifies difficulties, particularly with regard to the ability of skills to be transferred from micro teaching to actual teaching situations. Pre-service teachers frequently encounter difficulties applying these skills in a variety of dynamic classroom settings, despite improvements in controlled settings. This proposes a requirement for extra systems to guarantee that the abilities created through miniature educating are successfully converted into true instructing rehearses. Results were also significantly influenced by institution-to-institution variation in the implementation of micro teaching. Contrasts in the construction of miniature showing meetings, the nature of criticism, and generally execution rehearses feature the requirement for normalized rules to guarantee consistency and viability. Overall, despite the fact that micro teaching proves to be a useful tool in teacher education, it is essential to address the issues of skill transferability and implementation variability. Future exploration and refined practices can improve the viability of miniature instructing, guaranteeing that pre-administration educators are good to go for their expert jobs.

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