

The Influence of Micro-teaching on Teaching Abilities of Students Majoring in Physical Education in Physical Schools

Jianfei Wang

Jilin Polytechnic of Water Resources and Electric Engineering, Changchun, 130018, China

Abstract: There are several of teaching methods used in the course of teaching, process, the implementation process and the implementation of the teaching results. Quite a large number of teaching methods are popular in education course nowadays, for example, situational teaching method, play method, direct method, happy teaching, translating, expository method, function method, communicative approach, discussion method, import method, co-operating study, exploring study, task-based teaching method, task-based language teaching, five-step method, and RPCPP. As these methods refer, class participation, demonstration, recitation, memorization and combination [1] are all included in the teaching methods. The choice of teaching methods is used to be depending mainly on the course, including the content of this course, the audience of this course, the teachers of this course, the skills or lessons of this course, and most importantly, the influence that the course want to bring.

1 The definition of teaching methods

Among all the teaching methods, there are three major parts that would not be missed. The first one is demonstrating, the second is collaborating, the third, as the last one, is the process of learning by teaching. These three parts are the basic process for teaching, from online teaching to offline study. In the following part, this article is meant to explain how these three parts works in the teaching process, and by which way they make the teaching success.

The first part that would be mentioned in this part is demonstrating. Demonstrating is the first part of teaching process. It is for teaching through experiments or examples. It is may possible for students to learn from books rather than practice, whereas the knowledge from experiment has much more impact on learners rather than book reading. A demonstration in the class may be used to introduce a fact or an information through combination of visual evidence and associated reasoning. The way of demonstration can be explained as the way to storytelling or example listing, in which students are able to personally relate to the information and knowledge presented in the class. It is may be difficult for students to learn as teachers skip the process of demonstrating out of the reason that memorizing a list of facts which are detached from direct connection and impersonal experience can be much more hardship than the information conveyed through the process of demonstration. Apart from helping students to learn knowledge more efficiently, the process of demonstrating can be helpful to raise students' interest, in order to help them keeping focused on the knowledge the teachers taught. Besides, the demonstrating has the

ability to help the students to reinforce the knowledge they have learnt in the reason that this part helps teachers providing connections between facts and the real world application of these facts. All in all, demonstrating is the first step for teachers to convey knowledge to students.

The second part that would be mentioned in this section is collaborating. Collaborating has another meaning, which is communication. Collaboration allows students to participate in the learning process by talking, communicating, connecting, and listening to the points of view from peers. It is the process that ask students to involve themselves into the process of learning and thinking in the way as teachers do. The process can be reviewed as self-examination in the process of learning, or to say, the process of self-learning after the teaching process of teachers. The process of collaboration is aiming to establish a personal connection between students and the process of study, as well as the knowledge the students may obtain. Furthermore, the process of collaborating helps students thinking in a less personally biased way, so that they can look into the world more fairly. Group projects and discussions are good examples in the way of collaborating, in which group projects ask students to communicate and cooperation with each other, and group discussions need student to offer different opinions to his or her classmates and then try to list advantages and disadvantages of his or her opinions. In the group projects, students are offered with the right and ability to choose who he or she wants to work with, and the projects they are going to make. After the choice, the group projects need students to work on it altogether from details to the outlines, in which process, the students need to learn to negotiate, compromise and then

make decisions. It is quite a meaningful process that students can use the knowledge they have learnt in the class and then use them into practice. After days and nights of projecting, the students can finally put out their results to the public and wait comments from their teachers and classmates. Different from studying on the desk, group project is the way that students may put much more concern on the difficulties occurs in the process of projecting by working totally to handle with them.

The last part that would be mentioned in this section is learning by teaching, which is a major part in the method of micro-teaching. In this process, students can do role play, assuming the exchange of teachers and students. They are offered with the chance to teach their peers and classmates, in which process the students have to study and understand the knowledge totally and thoroughly so that they have the ability to pass the information to their teachers and peers. It is a new way that ask student to learn and study the knowledge consciously rather than being fed or forced with lessons that teachers want them to. By asking students to take part in the practice of teaching process, they are offered with chance to learn self-confidence and the way to build relationship with others.

In the following part, this article would like to mention a new teaching method that has been widely used in the modern days. It is called micro-teaching, which implies a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviors.

2 The definition of micro-teaching

Micro-teaching is a new kind of teaching process, which has been popular in China recent years. Microteaching is a technique aiming to prepare teacher candidates to the real classroom setting (Brent & Thomson, 1996). Microteaching can also be defined as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviors. By the help of this technique, teacher candidates can experiment and learn each of the teaching skills by breaking them into smaller parts and without encountering chaotic environment of the crowded classes.[2] It is a technique used in teacher training and faculty development, in which the teacher should review a recording of a teaching session at first. After the review, the teacher should bring this video to his or her classrooms to show to his or her students. In this process, constructive feedback and suggestions can be received from peers and/or students about what this lesson talking about, how it works and what improvements can be made to the teaching technique of teachers and students may be used in later teaching process. It is said that micro-teaching was invented in the mid-1960s at Stanford University by Dwight W. Allen, and has subsequently been used to develop educators in all forms of education.

The micro-teaching process mainly has several parts. The first part is for the teacher. The teachers should prepare a short lesson, which is used to be around 20 minutes. In the teaching process, the teacher should find a group of learners who have not learnt the knowledge and none of them are the teacher's students. The video should be recorded in the teaching process and showed to a group of people containing the teacher, teaching colleagues, a master teacher, and the students. During the watching time, the group of people should comment on what has happened in their eyes and then refer to the teacher's teaching objectives. The recording process of the teaching is the most important part in the whole micro-teaching out of the reason that it is the objective that the teacher, teaching colleagues, a master teacher and the students would see. While comments from the group of people about the video provide teacher with an often intense "under the microscope" view of their teaching. In his review of the evidence for micro-teaching, *Visible Learning project*, John Hattie said the micro teaching is one of the most effective method for improving students learning outcomes.[3] In fact, by the micro teaching skills, students can actively watch and think the reason that the teacher aims to and what advantages and disadvantages the approach the teacher takes. Furthermore, students are offered with ability to rethink what can be done and not be done in the process of teaching by themselves. Reviewing the video and presenting their ideas can make great to the contributions to the acquisition of students. Moreover, teachers can also have benefits from this teaching method by being provided with the opportunities for discovering and reflecting on both their own and others' teaching styles and enables them to learn about new teaching techniques. [4]

The micro teaching is not a new thing in the 21st century. The inception of micro teaching is in 1963, when it has become a popular method in teaching, and established as a teacher training procedure in many schools and colleges. In real practice, the micro teaching acts as its name "micro". By simplifying the complexity of the regular teaching-learning process. In regular classrooms, the size of the class, how many students the class should be included, how long this class should sustain, what kind of task should this class give to students and what kind of content the teacher should give to students are all should be taken consideration into. The factors mentioned above are all scaled down in the micro teaching process. The class size of micro teaching is much smaller than the regular ones; the number of students sitting of micro teaching is fewer than the regular ones; the time of micro teaching is shorter than the normal ones out of the reason that fewer students can save time and space in classrooms.

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the

art of teaching at ease and to the maximum extent. The impact of this technique has been widely seen in various forms of education such as health sciences, life sciences, and other areas. In the following part in this article, the use of micro teaching in the field of physical education would be fully discussed so that readers can have ability to understand how the practical use of micro teaching and by which way it can improve the physical education.

3 The introduction of students majoring in physical education

As bureau of education in China has claimed, all students in China should learn physics and arts, which are considered as an important part in China's education system. However, considering the general quality of the physical education in China, it is necessary for officials, teachers, administrators and parents to rethink about how to make the forty five minutes of physical education behave as it was designed to. As students majoring in physical education, it is their duty to make students later in their class to fall in love with the physical class and actively take part into this lesson rather than avoiding physical lessons and then losing their healthy body. In fact, all levels of fitness of the young people who take part into the activities and programs in the school, are all calling for the reappraisal of the physical education out of the reason that the physical class has no more meanings. Clinicians and practitioners have been looking for different approaches so that the improvement in both practical and methodological education of teachers in general and physical education can be realized. For instance, as examples list, in 1986, Shulman put out some ideas that teachers are all be in need of the development of three levels of content knowledge. The first one of the Shulman's ideas is subject matter content knowledge; the second one of the Shulman's ideas is pedagogical content knowledge, the third one of the Shulman's ideas is curricular content. Shulman's ideas are all quite new and of breakthrough. However, in the terms of Shulman's ideas, it is not an easy task for teachers to realize the goal of improving the class content knowledge of prospective. It is a common thing that teachers of all subjects and lessons at all levels are all having been under attack about how to educate students well. Moreover, recruits with the physical education have been in tradition low GPA's and low scores on several tests. In modern days, it is only score that can be recognized as the success or not of the student, the teacher and the education. Teachers, students and the educational systems have to prove themselves about their property, that is the reason that they have to see scores as the most important thing in education. In order to combat low scores and make sure themselves can get high scores, there are two possible ways to be taken to improve the content knowledge have been identified, which means both academic and practical efforts. It is easy to get high scores in school, while difficult to earn high scores in the society. To students and teachers, learning and teaching are all inevitably and uneasy to raise the standard, which is set up for the

selection of the students for the college. While researches on teachers and their teaching classes on physical education found out that teacher education in physical education has been less than voluminous, pioneers in the field have pictured a large number of important areas where practices and knowledge should go.

Physical teaching skills refer to a series of actions taken by physical education teachers on some physical teaching tasks in the classroom teaching process. In the actual teaching process, teachers can use teaching skills flexibly, scientifically and reasonably, effectively motivate students' motivation and interest in learning, correctly guide students to understand their learning tasks more deeply, and build favorable for the already clear teaching goals condition. Therefore, sports teaching skills are professional skills for teachers, and must be mastered by a qualified sports teacher. First, formulate the norms, and the best teaching skills for effective communication between teachers and students is to design rational and scientific physical education goals. After people re-recognize and understand the concept of health, in the context of the new curriculum, it is very important to fully master the teaching methods and professional skills of physical education. Physical education teachers should pay attention to practical teaching problems in the process of explaining teaching ability. To make the content reach a certain height, this requires students to study hard and effectively improve their own language expression ability. The beginning of learning is the thinking of students, and the origin of thinking is to question the problem. In order to correctly detect the degree of implementation of physical education teaching goals, students can be asked corresponding questions. This is the most common way for effective interactions between teachers and students. Therefore, physical education teachers should have a strong ability to ask students questions. Secondly, in actual physical education, information transmission is not only through voiced language, but also through multimedia. This method is extremely powerful and attractive for students, which can help strengthen language. Communication and communication, therefore, having a strong ability to express is an important teaching skill that physical education students must master. Physical education teachers should also accurately master feedback skills, and achieve the best results through the learning feedback information provided by students. There are still many disturbing factors in physical education. After the physical education class is over, whether the overall classroom teaching process and design are reasonable is an important indicator for effectively measuring the teaching level of teachers, and also one of the important factors for the success of physical education teaching. Therefore, students should have a strong ability to summarize and reflect on the course, and this ability can not be ignored.

4 The Influence of Micro-teaching on Teaching Abilities of Students Majoring in Physical Education

Different from classes sitting in the classroom, physical education needs students and teachers to go outside and practice. In this part, I would like to mention four major parts and influences that micro teaching can exert in the teaching abilities of students majoring in physical education. The first reason is that physical education is much easier than any other lessons, and students may gain the sense of accomplishment from this micro teaching in physical education, which may be a good advantage over than any other teaching processed. The second reason is that physical education is much more reasonable and more acceptable than any other subjects using the methods of micro teaching. The third reason is that physical education is much more specific and evident to all the students other than other difficult and abstract lessons. The physical education is a relief for students to loose from other burdens coming from a lot of projects. The fourth reason is that physical education is much direct to students out of its characteristic that it can be imitated much easier and much more possibilities for this lesson to bring and catch the students' interests. The last one this part of this article would like to mention is the fifth, which is the reason that students, teachers and families can get much clear feedback than any other scores of other subjects. Besides, the standard of microteaching in the field of physical education is more visible.

The first reason is that physical education is much easier than any other lessons, and students may gain the sense of accomplishment from this micro teaching in physical education, which may be a good advantage over than any other teaching processed. Microteaching can effectively reduce the pressure on students' skill training in physical education majors' skill training, and has a greater sense of security. First of all, the microteaching of a few students is actually micro-simulated classroom learning. Physical education students need a strong classroom atmosphere in the process of exercising and cultivating their teaching skills. Students can lecture with their classmates, regardless of Whether it has a strong effect from the sense of reality or from the relief of tension; secondly, the application of microteaching can effectively reduce the complexity of student learning in the process of students learning some related physical education skills in a relatively short period of time degree. This training method can lay a good foundation for the physical education students' in the future learning process, and effectively enhance students' self-confidence in learning.

The second reason is that physical education is much more reasonable and more acceptable than any other subjects using the methods of micro teaching. Microteaching can make the training process more scientific and rationalized in the training of students' skills in physical education. The sports instructor should briefly summarize some teaching methods and steps to cooperate with the internship work, and then let the

intern begin the preparation according to the teacher's requirements. The instructor needs to combine the fuzzy skills in the textbook with the actual teaching experience to guide the intern.[6] During microteaching training, determining the content of the training helps students to learn more teaching skills in the complex teaching process. After the students have determined their training skills, they will write mini-standard teaching plans. Through video, audio, etc., students can understand and master the teaching process, and then make effective feedback on the experimental teaching effect of students through the playback of video and audio, which can help students understand the importance of teaching practice activities and regulate their own Teaching behaviors make changes to bad teaching behaviors.

The third reason is that physical education is much more specific and evident to all the students other than other difficult and abstract lessons. The physical education is a relief for students to loose from other burdens coming from a lot of projects. Microteaching can make the content of training more specific and clear in the training of students' skills in physical education. Microteaching is a series of teaching behaviors of physical education teachers. In actual classroom teaching, physical education teachers can decompose it into several different teaching skills, strengthen the learning and training of students' teaching skills, and continuously improve their physical education skills. After the teacher's teaching behavior is decomposed into different and more practical teaching skills, students can fully clarify the students' own training goals and content in the actual teaching skills training process, which can effectively avoid the students' goallessness in the classroom teaching process. Learning, thus enhancing students' self-confidence in the learning process, is conducive to the improvement and development of physical education majors in teaching skills and other aspects.

The fourth reason is that physical education is much direct to students out of its characteristic that it can be imitated much easier and much more possibilities for this lesson to bring and catch the students' interests. Microteaching can provide a very clear and specific teaching demonstration in the training of students' skills in physical education. In the traditional educational practice, to provide students with corresponding teaching demonstrations, usually first let students complete the correct guidance of the teacher. For demonstrations in physical education classes, teachers can use a variety of teaching techniques. It is difficult for students to distinguish what teaching skills teachers use when demonstrating. Microteaching often provides and demonstrates typical and excellent teaching skills before deciding on the teaching skill training of students, and the specific demonstration and explanation of the content description can play a demonstration role in the teaching model and produce corresponding teaching effects, thus It helps students to deepen their understanding of relevant knowledge and skills and continuously improve their teaching skills.

The last one this part of this article would like to mention is the fifth, which is the reason that students,

teachers and families can get much clear feedback than any other scores of other subjects. Besides, the standard of microteaching in the field of physical education is more visible. The feedback of microteaching in the skill training of physical education students is relatively clear, and the evaluation is relatively objective. Students make full use of hearing and vision to obtain corresponding feedback information. When students receive feedback information, the mastery of the teaching skills possessed by the students can be obvious, which will produce a kind of mirror effect. In the evaluation, even if there is no consensus between the appraiser or the evaluator and the student, analysis and research are conducted through microteaching to provide objective and authentic evaluation training for the teaching skills mastered by the student.

References

1. www.doc88.com/p-9935409528519.html
2. www.wikipedia.com/microteaching
3. www.article.com/GlossaryofHattie'sinfluencesonstudentachievement
4. Abendroth, Mark; Golzy, John B.; O'Connor, Eileen A. (1 December 2011). "Self-Created Youtube Recordings of Microteachings: Their Effects upon Candidates' Readiness for Teaching and Instructors' Assessment". *Journal of Educational Technology Systems*. 40 (2): 141–159. doi:10.2190/ET.40.2.e.
5. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3724377/>