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THE EFFECTIVENESS OF THE MICROTEACHING METHOD IN MORAL EDUCATION

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Annotation:

This article explores the didactic potential and effectiveness of the microteaching method in enhancing quality instruction within the continuous teacher education system for the subject of Moral Education. It theoretically substantiates the issues of developing pre-service teachers' analytical competence, fostering reflective practice mechanisms, and designing variable educational processes. Through a comparative analysis of international and national pedagogical experiences, methodological recommendations are developed to systematically integrate the microteaching method into the curricula of higher pedagogical education.

Keywords: microteaching, education subject, analytical competence, pre-service teacher, reflective practice, teacher education, methodical creativity, pedagogical situation.

INTRODUCTION

In the contemporary education system, professional teacher training is no longer confined to the mere acquisition of theoretical knowledge. Instead, it demands



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the ability to systematically analyze dynamic pedagogical processes, engage in continuous reflection, and make innovative decisions in unpredictable situations. Today, the subject of “Moral Education” taught in general secondary schools — owing to its focus on the systemic development of a student's moral, social, legal, and spiritual dimensions — requires pre-service educators to possess advanced analytical thinking and methodological adaptability.

The microteaching method — developed in 1963 at Stanford University by Dwight Allen and his colleagues — is a professional pedagogical technology designed to gradually develop professional teaching skills by scaling down the complexities of real classroom situations into small, targeted, and manageable segments. This method holds particular relevance in the context of teaching the subject of Education. This is because the capacity to objectively evaluate moral and social dilemmas, analyze case studies, and cultivate socio-emotional skills in students depends directly on the teacher's analytical competence.

The Resolution of the President of the Republic of Uzbekistan No. PP-289, dated June 21, 2022, designates the implementation of innovative pedagogical technologies in professional teacher training as a priority task. In order to ensure the execution of these strategic tasks, the primary objective of this article is to elucidate the scientific-theoretical foundations of the microteaching method and to substantiate its didactic model in developing the analytical competence of pre-service teachers.

Problem Statement. Students specializing in the methodology of teaching the subject of Education in higher pedagogical institutions frequently experience difficulties when making decisions in real or problematic pedagogical situations. Specifically, their skills in analyzing complex ethical themes, identifying appropriate pedagogical solutions to students' social problems, and critically



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evaluating their own teaching practices are not sufficiently systematized. Traditional teaching methods, on the other hand, do not always yield the expected results in bridging this functional gap between theory and practice.

LITERATURE REVIEW

The scientific foundations and historical development of the microteaching method have been extensively investigated by leading foreign and national scholars. Allen and Ryan (1969) defined microteaching as a universal tool that simplifies the complexities of the teaching process while deeply instilling professional skills at a micro-level. Borich (2004) substantiated the intrinsic link between feedback, reflection, and re-teaching within this method as the primary driver of professional growth.

Within his framework of Reflective Practice, Donald Schön (1983) introduced two crucial stages for developing a teacher's professional mindset into scientific discourse:

“Reflection-in-action” — analyzing a situation during the act of teaching and introducing immediate adjustments.

“Reflection-on-action” — critically evaluating a completed lesson to derive conclusions for future practices. This conceptual framework is inextricably linked to the principles of the microteaching method.

Lee Shulman (1987), through his concept of Pedagogical Content Knowledge (PCK), evaluated microteaching as a bridge that harmonizes a teacher's purely academic subject matter knowledge with the pedagogical delivery methods. This approach is highly relevant when teaching topics such as national and universal values, civic education, and social adaptation within the subject of Education.

Significant research has also been conducted within the pedagogical science of Uzbekistan. In particular, Sotlikova investigated the clarity of instructions and



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the reflective approach of pre-service teachers via the microteaching method, emphasizing the necessity of strengthening microteaching sessions in higher education. While Hudoyberdiyeva and Tursunov examined pedagogical competence directly within the context of contemporary educational content, Askarova and G‘oyibov conducted scientific analyses on general methodological approaches to developing the professional-pedagogical competencies of future specialists.

International educational experiences (USA, Finland, Singapore) demonstrate that when teaching social-emotional, value-oriented subjects like Education, this method yields the highest efficiency only when integrated with video analysis and peer assessment.

METHODOLOGICAL FOUNDATIONS AND STRUCTURAL FRAMEWORK

To develop pre-service teachers' analytical competence while teaching the subject of Education, a five-stage conceptual model of the microteaching method is recommended. These stages form a cyclic process for each instructional topic:

1. Theoretical Preparation and Model Lesson Analysis
2. Micro-planning (5-10 minute lesson blueprint)
3. Micro-teaching Execution and Video Recording
4. Video Analysis, Self-Evaluation and Peer Feedback
5. Re-planning and Correctional Re-teaching Session

Within the fundamental blocks of the Education curriculum — such as “Moral Education”, “Social Relations”, “Preventive Education”, “Civic Education”, and “Self-Education” — these stages encompass the following core structural components:



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1. **Pedagogical Diagnostic Skills:** The student learns to identify the root causes of educational dilemmas, taking into account the age and psychological characteristics of the learners.
2. **Structured Assessment Rubrics:** Each micro-lesson is evaluated based on specially designed criteria, including clarity of objectives, time management, communicative skills, methodological creativity, and the quality of constructive feedback.
3. **Situational Tasks (Case Studies):** Using a chain of case studies rich in educational conflicts, students' capacity for variable design—namely, finding multiple pedagogical solutions to a single problem—is systematically developed.

DISCUSSION

The theoretical and methodological analysis indicates that applying the microteaching method to the instruction of the subject of Education possesses a high degree of invariance in developing pre-service teachers' analytical competence. This phenomenon is explained by several fundamental didactic factors.

First, the distinct conceptual nature of the subject of Education—being free from ready-made formulas and deeply connected to value formation—maximizes the potential of the microteaching method. Relying solely on information dissemination when addressing moral themes is ineffective; it requires situational analysis, cause-and-effect reasoning, and drawing balanced conclusions. Microteaching allows students to practice this process under "laboratory conditions"—that is, within a safe and controlled micro-group.

Second, the video-analysis component accelerates the student's professional identification. As D. Schön noted, "reflection-on-action" visualizes the "invisible" errors of the educational process. Students objectively evaluate their



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communication style, speech culture, facial expressions, pantomime, and the psychological impact they exert on their peers acting in the role of schoolchildren. This significantly enhances the level of cognitive analysis.

Third, the peer discussion and constructive feedback system foster a collective analytical mindset within the context of educational subjects. Because moral issues and social relations are multifaceted, the unique perspective of each student in the group is debated. This process aligns perfectly with international frameworks, such as Singapore's collaborative analysis model. The conclusions put forward by Sotlikova regarding how microteaching sessions reinforce the reflective approach of pre-service teachers are further enriched here through the lens of specific educational modules.

Limitations and Future Prospects of the Method. Despite its theoretical robustness, expanding the implementation of this method in practice faces certain systemic challenges:

- A shortage of specially equipped laboratories (controlled cameras, one-way mirrors) for video analysis and microteaching in higher pedagogical institutions.
- A lack of time to organize individual feedback sessions with every student due to dense curricula and heavy hourly workloads.

Future research should focus on integrating this methodological model with digital technologies, artificial intelligence-based pedagogical simulators, and remote teaching practice formats.

CONCLUSION

The completed scientific-theoretical study allows for the formulation of the following definitive conclusions regarding the role and functional significance of the microteaching method in teaching the subject of Education:



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1. The microteaching method is not merely a classroom delivery technique but a comprehensive didactic system that simultaneously develops the cognitive, reflective, and practical dimensions of pre-service teachers' analytical competence.
2. The content-structural nature of the subject of Education (ethics, aesthetics, law, national ideology) harmonizes with the microscopic segmentation characteristic of microteaching, enabling the student to purposefully model every minute of a lesson.
3. The video-analysis and structured feedback systems foster a culture of acting as a "critical friend" among students, which elevates their skills in analyzing pedagogical errors to a qualitatively new level.

Practical Recommendations:

- Mandatorily integrate practical microteaching blocks into the “Methodology of Teaching the Subject of Education” module within pedagogical higher education curricula.
- Establish specialized “Microteaching and Pedagogical Reflection” laboratories under the auspices of university departments.
- Direct future research toward applying and advancing this methodological model within related disciplines, such as “Pedagogical Skill”, “Creative Pedagogics”, and “Pedagogical Diagnostics”.

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