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THE ROLE OF MICROTEACHING TECHNOLOGY IN DEVELOPING PROFESSIONAL COMPETENCIES OF PRE-SERVICE TEACHERS

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Abstract. The modernization of teacher education requires innovative approaches that effectively integrate theoretical knowledge with practical teaching experience. One of the most effective methods for developing professional competencies among pre-service teachers is microteaching technology. This study investigates the role of microteaching in enhancing pedagogical, communicative, methodological, and reflective competencies of future teachers. The research employed a qualitative approach based on content analysis and review of contemporary pedagogical literature. The findings indicate that microteaching creates a supportive environment for practicing teaching skills, receiving constructive feedback, and improving professional performance. The study concludes that systematic implementation of microteaching significantly contributes to the quality of teacher preparation and professional competence development.

Keywords: microteaching, professional competence, teacher education, reflective practice, pedagogical skills, higher education, teaching methodology, pre-service teachers.

Annotatsiya. Pedagog kadrlar tayyorlash tizimida nazariy bilimlarni amaliyot bilan uyg‘unlashtirish muhim vazifalardan biri hisoblanadi. Mazkur maqolada mikroo‘qitish texnologiyasining bo‘lajak pedagoglarning kasbiy kompetensiyalarini rivojlantirishdagi o‘rni tahlil qilingan. Tadqiqot davomida mikroo‘qitishning metodik, kommunikativ va refleksiv kompetensiyalarni shakllantirishdagi imkoniyatlari o‘rganildi. Natijalar mikroo‘qitish texnologiyasi pedagogik mahoratni rivojlantirishning samarali vositasi ekanligini ko‘rsatdi.

Kalit so‘zlar: mikroo‘qitish, kasbiy kompetensiya, pedagogik mahorat, refleksiya, o‘qituvchi tayyorlash, oliy ta’lim, pedagogik texnologiya, metodik kompetensiya.

Аннотация. В статье рассматривается роль технологии микрообучения в развитии профессиональных компетенций будущих педагогов. Особое внимание уделяется формированию методических, коммуникативных и рефлексивных навыков в процессе подготовки учителей. Исследование основано на анализе современных научных источников и педагогической практики. Результаты показывают, что микрообучение является эффективным инструментом совершенствования профессиональной подготовки педагогических кадров.

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Ключевые слова: микрообучение, профессиональная компетентность, педагогическое образование, рефлексия, педагогическое мастерство, высшее образование, методическая компетентность, подготовка учителей.

INTRODUCTION.

The quality of education largely depends on the professional competencies of teachers. Contemporary educational reforms require future educators to possess not only subject knowledge but also practical teaching skills, reflective abilities, communication competence, and methodological expertise. Consequently, teacher education institutions face the challenge of preparing graduates who can effectively respond to the demands of modern educational environments.

Traditional teacher training often emphasizes theoretical instruction while providing limited opportunities for practical skill development. This imbalance may hinder the transition from theoretical understanding to effective classroom practice. Therefore, innovative pedagogical approaches that bridge theory and practice are increasingly important in teacher education.

Microteaching has emerged as a valuable instructional technology designed to improve teaching performance through structured practice and feedback. First introduced by Allen and Ryan at Stanford University, microteaching provides a simplified teaching environment in which future teachers can practice specific instructional skills within a short lesson format.

The growing importance of competency-based education has further increased interest in microteaching as a means of developing professional competencies. Through repeated practice, observation, feedback, and reflection, pre-service teachers gain confidence and improve their instructional effectiveness.

The purpose of this study is to investigate the role of microteaching technology in developing professional competencies among future teachers and to identify its contribution to effective teacher preparation.

MATERIALS AND METHODS.

This research employed a qualitative methodology based on systematic literature review and content analysis.

Research Design: A descriptive-analytical approach was utilized to examine the effectiveness of microteaching technology in teacher education.

Data Sources: The study analyzed scientific publications indexed in Scopus, Web of Science, ERIC, and Google Scholar between 2018 and 2025. International reports and educational policy documents related to teacher professional development were also reviewed.

RESEARCH METHODS.

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The following methods were applied: Content analysis, comparative analysis, literature review, synthesis of theoretical findings.

Research Objectives: The study aimed to:

1. Identify the pedagogical characteristics of microteaching technology.
2. Examine its role in developing professional competencies.
3. Analyze its advantages within teacher education programs.
4. Determine its contribution to improving teaching effectiveness.

RESULTS.

The analysis revealed that microteaching significantly contributes to the development of several professional competencies among pre-service teachers. Development of Pedagogical Competence. Microteaching enables future teachers to practice lesson planning, classroom management, questioning techniques, and instructional delivery in a controlled environment. Repeated practice improves teaching confidence and instructional quality. Development of Communicative Competence. Participants develop effective communication skills through interaction with peers and instructors. The process strengthens verbal expression, presentation skills, and classroom interaction techniques. Development of Reflective Competence. Reflection is a central component of microteaching. Participants critically evaluate their teaching performance, identify strengths and weaknesses, and make improvements based on feedback. Development of Methodological Competence. Microteaching enhances teachers' ability to select appropriate teaching methods, learning activities, and assessment strategies. It encourages experimentation with innovative pedagogical approaches.

Table 1

Professional Competencies Developed Through Microteaching

Competency Type	Contribution of Microteaching
Pedagogical	Lesson planning and classroom management
Communicative	Effective interaction and presentation skills
Reflective	Self-evaluation and professional growth
Methodological	Selection of teaching strategies and techniques
Creative	Use of innovative instructional approaches

DISCUSSION.

The findings confirm that microteaching serves as an effective bridge between theory and practice in teacher education. Consistent with previous studies, the results demonstrate that structured teaching practice enhances professional preparedness and teaching confidence. One of the major advantages of microteaching is the opportunity to receive immediate feedback. Constructive feedback allows future teachers to recognize weaknesses and implement

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improvements before entering real classroom environments. This process contributes to continuous professional development and reflective practice. The study also highlights the importance of integrating digital technologies into microteaching sessions. Video recording, online observation, and digital assessment tools can enhance reflection and provide more comprehensive evaluation of teaching performance.

Furthermore, microteaching supports competency-based education by focusing on measurable professional skills. Educational institutions seeking to improve teacher preparation programs should therefore consider expanding the use of microteaching within pedagogical curricula.

CONCLUSION.

Microteaching technology plays a significant role in developing the professional competencies of future teachers. It provides opportunities for practical skill development, reflective learning, methodological improvement, and professional growth. The findings suggest that systematic integration of microteaching into teacher education programs can enhance teaching effectiveness and contribute to higher educational quality.

The analysis revealed that microteaching contributes significantly to the development of pedagogical, communicative, methodological, reflective, and creative competencies. Through repeated cycles of planning, teaching, observation, feedback, and re-teaching, future teachers gain confidence and acquire the practical skills necessary for effective classroom instruction. Furthermore, microteaching encourages self-assessment and critical reflection, enabling student teachers to identify their strengths and weaknesses and to make informed decisions regarding their professional growth.

Another important finding is that microteaching promotes learner-centered and competency-based teaching practices. By focusing on specific teaching skills within a manageable instructional setting, pre-service teachers can gradually master classroom management techniques, questioning strategies, assessment methods, and interactive teaching approaches. This process not only enhances teaching effectiveness but also fosters professional responsibility and lifelong learning attitudes among future educators. The study also highlights the growing importance of integrating digital technologies into microteaching practices. Video-based reflection, online peer evaluation, virtual teaching simulations, and AI-supported feedback systems can further improve the effectiveness of microteaching and provide more objective opportunities for professional development. In the context of digital transformation, technology-enhanced microteaching can become a powerful instrument for preparing teachers who are capable of meeting the challenges of twenty-first-century education.

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Future studies should investigate the impact of technology-enhanced microteaching and empirical relationships between microteaching practices and long-term teaching performance.

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