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# DEVELOPING FUTURE TEACHERS' COMPETENCIES IN ORGANIZING EXTRACURRICULAR ACTIVITIES BASED ON MICROTEACHING

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## Abstract

This article investigates the effectiveness of the microteaching method in forming and developing future teachers' competencies in extracurricular activities. Microteaching is an innovative method that allows students to practice pedagogical skills in a short time, under supervision, and in a safe environment. The study analyzes the theoretical foundations of the microteaching method, foreign and domestic experiences, and presents experimental trial results. The obtained results show that the microteaching method significantly enhances students' competencies in planning, conducting, and analyzing extracurricular activities.

**Keywords:** Microteaching, extracurricular activities, pedagogical competence, practical training, reflective analysis, video monitoring, teacher training.

## INTRODUCTION

In the modern education system, extracurricular activities play an important role in students' intellectual, creative, and social development. Therefore, preparing future teachers to organize extracurricular work at a high level is an urgent task. Traditional training methods are mainly focused on providing theoretical knowledge and conducting one-time practice, which does not adequately develop students' practical skills.

The microteaching method was first developed in 1963 at Stanford University (USA) by D. Allen and K. Ryan. This method allows breaking down complex pedagogical activities into small parts, practicing and improving each element



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separately. Microteaching sessions typically last 5-15 minutes, are conducted in small groups (4-10 people), and are video recorded. This gives students the opportunity to review, analyze, and correct their activities and mistakes.

The decrees of the President of the Republic of Uzbekistan "On measures to improve the quality of education and develop the digital educational environment" require the training of teaching staff based on modern methods. The microteaching method is an effective tool that meets these requirements.

**Research aim:** To experimentally verify the effectiveness of the microteaching method in developing future teachers' competencies in organizing extracurricular work and to develop practical recommendations.

**Research objectives:**

1. To study the theoretical and methodological foundations of the microteaching method
2. To identify and systematize extracurricular activity competencies
3. To develop a methodology for organizing microteaching sessions
4. To conduct experimental trials and evaluate effectiveness
5. To prepare practical recommendations and methodological guidelines

**LITERATURE REVIEW**

Theoretical Foundations of the Microteaching Method

The theoretical and methodological foundations of the microteaching method have been developed by a number of foreign scholars. D. Allen and K. Ryan (1969) defined microteaching as "controlled practice for exercising pedagogical skills." B. Tuckman (1995) identified five main components of microteaching: reducing time, decreasing group size, simplifying complexity, narrowing focus, and strengthening feedback.

K. Borg and M. Ascalon (2012) in their research emphasized the importance of microteaching in reducing pedagogical errors, increasing self-confidence, and developing reflective thinking. In their opinion, microteaching provides an opportunity to "gain experience in a safe environment."



L. Darling-Hammond (2017) highlighted skills necessary for organizing extracurricular work within the framework of studying pedagogical competencies: planning, motivation, group dynamics, flexibility, and assessment. Russian scholars V.P. Golovanov and S.V. Saltseva (2018) divided the competencies necessary in extracurricular pedagogy into nine groups: organizational-pedagogical, communicative, psychological, creative, methodological, cultural, technological, assessment, and reflective competencies. Among Uzbek researchers, O. Musurmonova (2020) examined issues of improving extracurricular work methodology. G. Rakhimova and Sh. Sharipov (2021) emphasized the need to strengthen the practical component in teacher training. However, the application of the microteaching method in the context of extracurricular activities has not been sufficiently studied.

## **RESEARCH METHODOLOGY**

In the study, microteaching was implemented based on a four-stage model:

**1. Preparatory Stage.** At this stage, students are introduced to the microteaching methodology. For this purpose, students are explained the essence of the microteaching method, video samples are shown and analyzed, competencies and assessment criteria are explained, types of extracurricular activities are reviewed, and groups of 4-5 people are formed.

**2. First Microteaching Cycle.** Formation of initial skills and identification of errors and shortcomings. Each student organizes a 10-minute extracurricular activity, with the remaining group members playing the role of students. The process is video recorded and analyzed. Students conduct self-assessment and receive support from peers.

**3. Video Analysis and Reflection.** In-depth analysis and planning changes. Each student reviews their video and writes a reflective journal answering questions such as: "What went well?", "What seemed difficult?", "Which competency is weak?", "What needs to be changed?". Individual consultation with the instructor is conducted. A plan for the next stages is developed.



**4. Final Microteaching Cycle.** Consolidation and improvement of skills. Determination of overall competency level. Each student conducts a complete 15-minute element of extracurricular activity. The instructor evaluates and awards certificates.

### **EXPERIMENTAL TRIAL RESULTS**

Students in the experimental group organized the following types of extracurricular activities: travel-excursion (virtual) "Samarkand - Pearl of the East", quiz "Nature of Our Homeland", art workshop "National Patterns", relay games "Agile and Skillful", campaign "Protect Nature", conversation "Respect and Love".

At the end of the experiment, feedback was collected from students. 94% of experimental group students rated the microteaching method as "very useful".

The most frequently noted advantages:

Advantage	%
"I saw my mistakes through video"	87.5%
"The opportunity to repeat helped a lot"	81.3%
"Practicing in a safe environment increased self-confidence"	78.1%
"Specific feedback showed what needed improvement"	75%
"Through reflection, I began to understand myself"	68.8%

### **ADVANTAGES OF THE MICROTEACHING METHOD**

**1. Safety and Low Stress:** Microteaching provides a "safe laboratory" environment. Students practice not in front of hundreds of students in a real school, but in a friendly group of 4-5 people. This significantly reduces stress levels and allows for experimentation.

**2. Repeatability and Improvement:** In traditional practice, a student usually conducts an activity once and has no opportunity to correct mistakes. In microteaching, however, the same element can be practiced multiple times and improved each time.



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**3. Video Monitoring and In-depth Analysis:** Video recording gives students the opportunity to see their activities "from the outside." Speech, facial expressions, gestures, time management - all become clearly visible. This significantly increases the level of self-awareness.

**4. Immediate Feedback:** After microteaching, specific constructive feedback is provided within 3-5 minutes. This gives students a clear understanding of which aspects need improvement. In traditional practice, feedback is often general and delayed.

**5. Focus and Concentration:** In microteaching, only one skill or element is practiced. This reduces "cognitive overload" and makes learning more effective. Instead of paying attention to all aspects at once, the student fully concentrates on, for example, only questioning techniques or motivation creation.

**6. Development of Reflective Thinking:** The system of video analysis and reflective journals teaches students to think deeply about their activities. This develops metacognition skills (awareness of one's own learning process), which is the foundation of professional growth.

**7. Time and Resource Efficiency:** Microteaching allows many students to practice in a short time. During one session, 4-5 students can conduct microteaching sessions.

**8. Peer Influence:** Group members also learn a lot by observing each other's microteaching. They see good practices and learn lessons from common mistakes.

## **DISADVANTAGES OF THE MICROTEACHING METHOD**

**1. Unrealistic Situation:** Microteaching takes place in an "artificial" environment - small group, short time, classmates in the role of "students." This does not reflect all the complexities of real extracurricular activities.



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Solution: Microteaching should be combined with real practice. Skills are first formed in microteaching, then they are tested in real conditions.

**2. Time and Resource Requirements:** Quality microteaching requires: video equipment, prepared rooms, instructor time (for analysis and feedback), resources for video editing and storage.

Solution: Modern smartphones record high-quality video.

## CONCLUSION

The microteaching method is an innovative and effective tool in preparing future teachers to organize extracurricular work. This method builds a bridge between theory and practice, allowing students to develop professional competencies step by step in a safe environment.

Research results justify the large-scale implementation of the microteaching method in the teacher training system. However, the highest results are achieved when microteaching is purposefully combined with real practice.

Integration of microteaching with digital technologies, use of virtual and mixed reality technologies, adaptation for other pedagogical disciplines, and development of microteaching models adapted to the needs of the national education system yields high effectiveness.

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