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The effect of using micro-learning to develop some teaching competencies for sport and education teachers

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Abstract

For physical education teachers. The teacher enjoys it. As for the research problem, it can be summarized by asking about the extent of the teacher's psychological and technical readiness to reach the typical teaching competencies. With regard to the research objectives, they are as follows.

Preparing an advanced method for micro-learning for physical education teachers.

Identifying the level of teaching and professional competencies enjoyed by physical education teachers in Maysan Governorate.

Identifying which of the two methods is better, mini-learning or the traditional method by physical education teachers.

As for the research hypothesis, it is

There are statistically significant differences in the results of micro-education and the method used in favor of micro-learning.

There are significant differences between the teaching competencies of the two research groups and in favor of the experimental group.

Research areas

- The human domain: physical education teachers in Maysan Governorate.
- Time range: for the period from 17/3/2019 to 28/4/2019.
- Spatial area: Aden middle hall and square for boys.

As for the second axis, it included theoretical studies and some sources related to micro-learning and what its concept is, as well as teaching competencies and what their concept is. As for the axis of the third chapter, it included the research methodology and its field procedures, including the research sample, which consisted of (16) teachers, where they were divided into two groups, one of them is control and the other is experimental. As for the educational curriculum adopted by the researcher using the micro-teaching method, it consisted of (10) educational units. As for the topic of Chapter Four, the results that appeared for the research were presented and discussed. As for the last axis, which is Chapter Five, it contained recommendations and the researcher's conclusion, which are

The use of the micro-teaching method gives a full opportunity for teachers and affects their scientific and technical level in a positive way.

The use of micro-learning for learners provides more effort and not wasting time. In addition, it gives more freedom for the learner to express his opinion.

Noting the learners' keenness to take what they need from their teaching competencies through self-evaluation, as well as participating in criticism and discussion and providing feedback to fellow learners.

As for the recommendations, they are included.

Conducting annual follow-up and evaluation by the supervisors and conducting continuous field visits for teachers, not limited to one or two visits.

Conducting studies and research on other samples or teaching other activities to verify the learners' behavior and the extent of their interaction with such methods.

Urging the establishment of continuous training courses and lessons, and emphasizing the participation of teachers in such service courses for science and sports.

Keywords: Micro-education, teacher, physical education

Introduction

The quest to build a successful and healthy society must be based on scientific foundations and based on the cultural and social reality that the individual lives in that society. There must be educational institutions that work according to modern strategies that follow the example of

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development to nurture the good individual and how to inculcate the spirit of citizenship in him and the values and principles that serve the society. The development that covered all areas of life had the educational field the luck and the most share of it, and based on the development in scientific and educational research, it had a great role in the awareness of teachers and workers in this aspect and how to use modern and new methods and methods for new learning strategies that work better for the student and teacher to reach more understanding and awareness, as well as An attempt to bypass the traditional methods that many teachers rely on. The teaching profession is a sacred profession. In addition, it is an art in which the teacher masters how to master and produce a useful and good lesson for his students, as well as how to use modern and diverse methods and means of teaching and how to plan for the implementation of the correct educational unit. And when we renew the current methods through educational means and methods of learning, and that depends on the diversity in the use of one or several methods in order to give more effective learning. One of these methods is the micro-learning method, which can be used in many fields, especially the sports field as well as the educational field and to give courses or Curricula in the form of micro-education based on a scientific foundation supported by modern methods. Teaching competencies that every teacher can be familiar with is the only way to achieve the goals required for the correct educational unit for the physical education lesson, as these competencies depend on some abilities and skills that a physical education teacher needs to reach Dahar Lesson in the best way. And that these competencies must keep pace with the development taking place in line with the capabilities available in the school to use modern learning methods and strategies. Among the foregoing, comes the importance of research in identifying the level of teaching competencies for teachers, and thus it is possible to determine the level of these competencies necessary to carry out field practice for a physical education lesson. As well as the importance and impact of the effectiveness of the micro-teaching method and the experience that the teacher possesses in producing that lesson and reaching the desired goal.

Research Problem

Physical education is part of the general education that operates within an educational system, and that its employees must keep pace with developments in the field of learning and teaching. The increase in new hired teachers, and between their graduation and their appointment for large and varying periods, is an obstacle or a reason for their lack of teaching adequacy, and this certainly causes They have some difficulties in their practical life in practicing the profession of education and indifference to work, which causes weakness in how to take out the physical education lesson and thus he and the students feel bored from the physical education lesson or that there is another type that follows the traditional method and lack of diversity and upgrading the lesson and diversity in it all of this also constitutes An obstacle in the learning process because following traditional and established methods may be a reason for depriving students of the opportunity to learn and excel in their scientific and practical lives.

Through the researcher's observation of such phenomena as a teacher in one of the schools affiliated to the Maysan Education Directorate, he noticed that some teachers do not enjoy such teaching competencies, as some of them feel that their teaching capabilities have not been developed. In

addition, the training lessons that take place from time to time do not fulfill the purpose or did not benefit Including or not addressing the training lesson to modern methods and means such as micro-teaching and other methods.

From the foregoing, we can ask about the problem, which is the search for the best ways and means through which the physical education lesson must be successful, as well as developing the teaching competencies of teachers through the establishment of courses and seminars.

Research objectives

1. Preparing an advanced method for micro-learning for physical education teachers.
2. Identifying the level of teaching and professional competencies enjoyed by physical education teachers in Maysan Governorate.
3. Identifying which of the two methods is better, mini-learning or the traditional method by physical education teachers .

Research areas

Human domain

1. Physical education teachers in the province of Maysan.
2. time domain:
3. For the period from March 14, 2019 to May 2, 2019

Spatial domain: Aden Medium Hall and Square for Boys.

Literature review

Learning and Teaching

Learning is essential to human existence and fundamental to education, and it is a necessary starting point for understanding the truth of the human mind. Since the interest in studying human behavior began, learning and its issues have been of interest to the researcher and the student. And that learning is a social process that occurs in the midst of mutual interaction between people who live in a cooperative environment in which human elements open up to each other with the aim of building common knowledge and concepts because the educational process is more than an individual activity carried out by the learner alone. Among the learners are basic elements in the events of the learning process and help the success of this process even in light of less suitable techniques and materials (Maysara, 2011) ^[12]. The concept of learning is broad, large and comprehensive, so researchers and scholars have dealt with it, each according to his direction and the field in which he works. Psychologists interpreted it somewhat different from what he interpreted Movement and learning scholars have defined it as "a change in performance or a modification of behavior through activity, and that change occurs during the fulfillment of desires and achievement of goals" () and there are types of learning.

Kinetic learning: It aims at acquiring the individual's skill and planning abilities.

Cognitive learning: It aims at the individual's acquisition of knowledge, information and meanings.

Social learning: It aims at acquiring the individual different social habits such as cooperation, tolerance, honesty...etc

Micro-Learning

There are several ways and methods that can be used in the field of education, and we can explain how to enter micro-

education in the field of physical education in particular for use in several fields, especially educational ones, for example, involving teachers before or during service in courses, as well as they can be relied upon in how to produce and manage a physical education lesson in practical lessons. Micro-learning is one of the kinetic learning methods that take place under conditions that are applied to a specific skill or educational task in a specific, miniature situation, with a small number and for a short time, with subjecting the trainee's performance to evaluation. Then the performance is repeated again and then it is repeated until the trainee reaches the acceptable level of skill performance (Majid, 2002) [8]. We can mention the most important advantages of micro-education are.

1. Saving time and effort: teachers and teachers can be trained on a large number of necessary skills in a short time, thus not wasting time and effort. It also reduces the need to teach each trainee all skills because watching, discussion and evaluation benefit the viewer as well as the trainee.
2. Discussing the trainee immediately after the end of the micro-education and the possibility of the supervisor's intervention during the trainee's performance and re-education, especially in the case of teaching fellow trainees, and these are matters that are difficult to apply in regular education.
3. Training the learner on a number of important teaching skills, such as preparing for the lesson and organizing time.
4. Training learners to prepare and organize educational materials on their own.
5. Micro-education depends on analyzing teaching skills into partial skills, which helps to take into account the individual differences between learners by training them on a large number of these skills.
6. It gives the trainee an opportunity to know his strengths and weaknesses in the scientific and practical aspects through what he receives from the feedback he receives from the supervisor or colleagues in the implementation phase, which gives him an opportunity to modify his behavior and develop it as it helps him to self-evaluation (Bassam 2008) [3].

The concept of competencies and their types

Teaching competencies are important due to the role that the teacher plays in the educational process. A good teacher must be familiar with the scientific material, and this only comes through preparing teachers by engaging them in training courses or development lessons in order to gain experience, skills, teaching methods, methods and modern strategies to gain experience and increase their efficiency in Investing the educational process to achieve the goals of education. We can explain the teaching competencies more clearly through several definitions, which are the light of the skills, abilities and capabilities that the teacher possesses and therefore can be applied to an educational situation or organizing this situation (Ahmed, 2002) [1]. Carrying out the role assigned to him (Ali, 2000) [2]. We can explain the most important teaching competencies necessary for a physical education teacher.

1. Training competencies: He must be able to prepare, plan, define and formulate goals, and use teaching methods and strategies.
2. Scientific competencies: to have an educational qualification and to have an opinion based on scientific study.

3. Educational competencies: Satisfaction with the profession in general, works in the spirit of modern education and respects the teaching profession and its workers.
4. Personal competencies: he must be cheerful, good-looking, intelligent, patient and firm, take care of his appearance, clothes and behavior, and excel in leadership (Zakia, 2002).

Research methodology and field procedures

Research Methodology

Choosing the appropriate approach to research the problem is one of the important steps on which access to the best results depends. This is in addition to the nature of the problem to be researched, which determines the method used, so the researcher used the experimental method, being the most appropriate to solve the research problem, because the nature of the problem is what determines the nature of the curriculum. "It is a reliable and controlled change of the specific conditions of a particular incident, noting the resulting changes in the incident and ending its interpretation" (Al- Ikhlas, 2002).

Research Sample

The sample is defined as a group of individuals taken from the original community as an alternative to the process of data collection. By studying the characteristics and characteristics of the sample, it was possible to describe the characteristics and characteristics of the community (Nouri, 2004) [10].

The research sample included physical education teachers in Maysan province who participated in sports seminars and periodic training lessons. The number of the sample was (16) teachers who were divided into two equal groups (8) teachers of the control group, which was lectured to them in the usual way, while the experimental group (8) was given They have to lecture in a micro-teaching style.

Means of collecting information

Arab and foreign sources and references
Expert opinion form
Personal interviews*

Devices and search tools

1. Camera
2. A computer (laptop)
3. Soccer balls and volleyballs
4. 4 characters

Tribal tests

After the researcher completed the prescribed curriculum for the research and agreed with the arbitrators and experts, he conducted the tribal tests on both groups (control and experimental).

Curriculums

The agreed and proposed educational curriculum was implemented on Sunday 17/3/2019, as it included (12) educational units implemented in (6) weeks, with two units per week, and a time of (40) minutes per unit

Post-tests

After the researcher completed the specified period for the educational curriculum as well as all the educational units, the researcher conducted the post tests for the control and experimental groups for a period of two days, Monday and

Tuesday, 29 and 30/4/2019, taking into account all the conditions that were held in the same tribal tests.

Statistical means: The researcher used the statistical program

SPSS to perform the statistical operation. Presentation, discussion and analysis of the results:

Presenting and discussing the results of the tests (before and after) for the control group

Table 1: It shows the arithmetic means, standard deviations, and t-values calculated for the results of the tests (pre and post) for the control group.

T	fields	tribal tests		dimensional tests		value (t) calculated	Statistical significance
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation		
1	Physical	6.13	1.2	7.57	1.31	1.04	insignificant
2	Organizational	15.42	3.01	17.23	3.30	1.95	insignificant
3	Psychological	8.51	1.90	10.22	2.22	1.9	insignificant

The value of (t) is below the significance level (0.05) and the degree of freedom (7) is equal to (2.36)

It is evident from Table (1), which shows the arithmetic means and standard deviations of the pre and post tests for the control group. 1.04 - 1.95 - 1.9) are all smaller than the tabular (t) values under the significance level (0.05) and the

degree of freedom (2.36), which indicates that there are no significant differences between the pre and posttests of the control group.

Presentation and discussion of the results of the tests (before and after) for the experimental group

Table 2: It shows the arithmetic means, standard deviations, and t-values calculated for the results of the tests (pre and post) for the experimental group

T	fields	tribal tests		dimensional tests		value (t) calculated	Statistical significance
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation		
1	Physical	6.47	1.25	11.25	1.84	5.04	moral
2	Organizational	16.85	3.44	22.37	3.78	5.87	moral
3	Psychological	9.24	2.00	13.41	2.52	4.5	moral

The value of (t) is below the significance level (0.05) and the degree of freedom (7) is equal to (2.36)

The results of the experimental group can be known through Table (2), which shows the arithmetic means and standard deviations of the pre and post tests for the experimental group. The empirical ones, respectively, are (5.04 - 5.87 - 4.5), all of which are greater than the tabular (t) values under the significance level (0.05) and the degree of freedom (2.36), which indicates the existence of significant differences between the pre and post tests of the experimental group. The

researcher sees the existence of development in the experimental group that was given the micro-teaching method according to the prepared program, as well as the development of their teaching competencies among the teachers who participated in this group, the development of their ideas and the acquisition of more information through continuous participation and expressing diverse opinions.

Presentation, analysis and discussion of the results of the post-tests for the control and experimental groups:

Table 3: It shows the arithmetic means, standard deviations, and computed t-values for the results of the post-tests for the control and experimental groups

T	fields	control group		experimental group		value (t) calculated	Statistical significance
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation		
1	Physical	7.57	1.31	11.25	1.84	4.11	moral
2	Organizational	17.23	3.30	22.37	3.78	4.62	moral
3	Psychological	10.22	2.22	13.41	2.52	3.39	moral

The value of (t) is below the significance level (0.05) and the degree of freedom (15) equals (2.13)

It is evident from Table (3), which shows the arithmetic means and standard deviations of the post tests for the control and experimental groups, as well as the calculated (t) values that were used to identify the differences between the results of the post tests for the control and experimental groups. 4.11) and (Organizational 4.62) and (Psychological 3.39) which is greater than its tabular value under the degree of freedom (15) and the level of significance (0.05) which is (2.13). This means that there are significant differences between the two groups and in favor of the experimental group.

The researcher believes that the diversity in performance using the micro-teaching method in terms of idea and content, which was contained in the educational units, which works to explode the energies and ideas of the learner, and the proposed curriculum also contributed to attracting learners to the presence of the excitement and suspense factor.

Diversity in the activity in terms of idea and content contributes greatly to attracting the learner to the physical education lesson while raising the level of performance of the learner and raising the state of enthusiasm and challenge that exists in the learner's instinct (Rawa, 2009) [13].

The researcher believes that the progress made in the process and for all groups comes as a result of using the curriculum prepared according to the diversity of methods and strategies prepared according to educational principles in developing the learning process. There are many means and methods through which it is possible to increase the realism of learning, and these methods often involve teamwork with the availability of the method of suspense, excitement and motivation for the learner when the work is according to the learner's own capabilities and abilities in discovering the information and then applying it independently, especially when the learning outcomes are as the learner expected. Nahida, 2008) [9].

The researcher believes that the progress made in the learning

process and for all groups comes as a result of using the curriculum prepared according to the diversity of methods and strategies, which were prepared according to educational principles in developing the learning process. Although learners vary in their abilities and the speed of their growth and development, learning according to these strategies and methods enables learners to learn on their own with simple participation by the teacher such as supervision, planning and guidance without relying heavily on it, but on their own capabilities and perhaps on their own experiences. A precedent that helps them to speed up the learning process may differ from one stage to another depending on the variation in the response of each of them to learning influences. There are several and many methods that work in discovering ideas and solutions on a subjective basis by the learner. The discovery method can be considered one of these wonderful and pioneering methods as it gives a greater opportunity for the learner to find solutions and thus gaining them a sense of satisfaction and a desire to continue and continue learning and discover new solutions and ideas (Dlad, 2009). The progress that occurred in the second group, which used the micro-learning method in the learning process, is attributed by the researcher as a result of the advantages of this type of learning, as it achieves learning commensurate with the learner's own ability and speed in learning based on motivation that gives a positive role in the learning process through mastering some skills and thus achieving the educational and educational goals that aim to reach the teachers to the degree of mastery. Micro-education is a real applied teaching that contains all the elements of knowledge such as the teacher, the student, the supervisor, the educational skills, the means and tools, the feedback, the reinforcement and the evaluation. Characteristics that develop and raise the level of the teacher (Brumfit, 2011) [4].

In addition, the nature of the work in the curriculum prepared by the researcher gave the learners a state of renewal with the provision of additional appropriate practical experiences for them, thus providing the opportunity to develop themselves and provide a better level through active participation in presenting and managing the lesson on the one hand and participating in self-criticism and exchanging roles on the other hand. In addition to the use of clarification means such as presentation and re-presentation to diagnose their strengths and weaknesses, and thus evaluation on scientific and educational grounds through the rest of the colleagues through discussion or participation in it and what the learner does from the stages of preparing the lesson. Such a method provides an opportunity for the trainee to make new adjustments to his educational behavior through re-performance after feedback, which is one of the most important elements of training in the micro-learning method. Which he did during the explanation and application of the skill he studied (Lamia, 2009) [7].

Conclusions

1. The use of the micro-teaching method gives a full opportunity for teachers and affects their scientific and technical level in a positive way
2. The use of micro-learning for learners provides more effort and not wasting time. In addition, it gives more freedom for the learner to express his opinion.
3. Noting the learners' keenness to take what they need from their teaching competencies through self-evaluation, as well as participating in criticism and discussion and providing feedback to fellow learners.

Recommendations

1. Conducting annual follow-up and evaluation by the supervisors and conducting continuous field visits for teachers, not limited to one or two visits.
2. Using new methods and methods through which teachers can be refined, adding new information to them and urging the use of the micro-teaching method.
3. Develop a plan for material and moral encouragement by the education directorates or the supervisors for the distinguished and qualified teachers.
4. Conducting studies and research on other samples or teaching other activities to verify the learners' behavior and the extent of their interaction with such methods.
5. Urging the establishment of continuous training courses and lessons and emphasizing the participation of teachers in such service courses for science and sports.

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