
CONFERENCE ARTICLE**Enhancing Pedagogical Mastery Through Microteaching, Formative Assessment And Experience-Based Professional Learning In The Dhoch3 Environment****Khudanova Shakhnoza Norbutayevna**

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ABSTRACT

This paper investigates the enhancement of pedagogical mastery among prospective German language teachers through the integration of microteaching, formative assessment and experience-based professional learning within the Dhoch3 educational environment. The study focuses on the developmental significance of observable teaching performance, structured feedback and the systematic documentation of professional progress. Drawing upon experiential learning theory and contemporary approaches to teacher education, the article examines how successive cycles of instructional practice and evidence-informed improvement may strengthen the practical dimensions of pedagogical mastery. Particular attention is devoted to the role of teaching portfolios, assessment rubrics and performance analysis in supporting professional growth. The paper proposes a practice-oriented framework for connecting digital learning activities with the progressive refinement of teaching performance.

Keywords: Pedagogical mastery, Dhoch3, microteaching, formative assessment, experiential learning, teaching portfolio, professional performance, German language teacher education.

INTRODUCTION

The preparation of highly qualified foreign language teachers requires educational experiences through which prospective educators acquire not only familiarity with the theoretical foundations of instruction but also the practical capacity to organize, implement and progressively improve teaching activities. Within contemporary higher pedagogical education, particular attention should therefore be directed towards the processes through which initial teaching attempts are transformed into more developed forms of professional performance, since the achievement of pedagogical mastery cannot be adequately understood without examining the relationship between practical participation, observable instructional outcomes and the systematic improvement of teaching behaviour. Although professional preparation programmes frequently incorporate teaching demonstrations, methodological assignments and practical exercises, these activities may remain disconnected from one another when their results are not documented, evaluated and used to guide subsequent professional development. The challenge is consequently to establish a learning process in which teaching experience becomes cumulative, allowing prospective teachers to identify specific aspects of their performance that require improvement and to demonstrate how those aspects change over successive instructional attempts. The Dhoch3 educational environment offers a relevant context for considering this problem because its modular orientation towards German as a foreign language can be connected with practice-based activities involving instructional demonstrations, collaborative feedback and the production of educational materials. The present paper examines the enhancement of pedagogical mastery through an experience-oriented perspective, emphasizing the significance of microteaching, formative assessment and professional documentation as mutually connected elements of practical teacher preparation.

Microteaching as a Means of Developing Pedagogical Performance. Microteaching occupies an important position in practice-oriented teacher education because it provides a

comparatively manageable setting in which prospective teachers can concentrate on particular dimensions of instructional performance without simultaneously confronting the full complexity of an extended classroom lesson. Originally associated with the work of Allen and Ryan (1969), microteaching has subsequently been employed in different teacher education contexts as a means of developing instructional skills through focused teaching experiences. Its pedagogical value becomes especially apparent when the activity is organized not merely as a short demonstration but as an opportunity to observe and improve specific characteristics of teaching performance. For prospective German language teachers, a microteaching session may concentrate on the clarity of task instructions, the management of classroom interaction, the pacing of communicative activities or the provision of corrective feedback during oral language practice. These aspects of professional activity are particularly significant because they influence the extent to which learners understand instructional expectations and participate meaningfully in the learning process. Within a Dhoch3-supported professional learning environment, the preparation of microteaching activities could be informed by relevant methodological resources while the actual teaching performance remains the central object of examination. Such an arrangement allows prospective teachers to connect instructional preparation with observable educational behaviour and creates opportunities for identifying discrepancies between intended teaching procedures and their practical implementation. The developmental importance of microteaching therefore lies in its capacity to make particular elements of pedagogical mastery visible, examinable and progressively improvable.

Formative Assessment and the Progressive Refinement of Teaching Skills. Formative assessment provides an important mechanism for transforming isolated teaching experiences into a sustained process of professional improvement because it establishes a relationship between observed performance and subsequent learning activities. Black and Wiliam (1998)

emphasize the educational importance of assessment practices that provide information capable of informing further learning, a principle that can be extended to the professional preparation of prospective teachers. Within this perspective, assessment should not be restricted to assigning a final judgment concerning the quality of an instructional demonstration. Instead, it should identify specific characteristics of performance, clarify the expectations associated with effective teaching and provide a basis for targeted improvement. For example, a prospective German language teacher may demonstrate adequate subject knowledge while experiencing difficulties in maintaining an appropriate balance between teacher explanation and learner participation. A formative assessment process can make this difficulty explicit by distinguishing between the accuracy of instructional content and the effectiveness of classroom communication. Similarly, assessment criteria may focus on the comprehensibility of instructions, the organization of interaction, the management of learning time and the responsiveness of feedback. The educational significance of such criteria lies in their capacity to direct attention towards observable aspects of pedagogical activity that can be reconsidered and improved. When Dhoch3-related learning activities are accompanied by carefully designed formative assessment procedures, prospective teachers may receive more specific information about their professional progress and develop a clearer understanding of the practical requirements associated with pedagogical mastery.

Experience-Based Learning and the Continuity of Professional Development. The development of pedagogical mastery through practical experience requires continuity between successive learning activities, since isolated teaching experiences may provide limited opportunities for identifying long-term patterns of professional improvement. Kolb's (1984) experiential learning theory offers a useful conceptual perspective for understanding how concrete experience, reflection, conceptualization and further experimentation can contribute to professional learning. In teacher education, this orientation suggests that the educational value of a teaching activity is strengthened when the experience informs subsequent attempts to improve instructional performance. The relationship between successive teaching experiences is particularly important for prospective educators because early instructional attempts may reveal difficulties that are not apparent during theoretical preparation. Such difficulties can become productive elements of professional learning when they are examined systematically and followed by opportunities to implement targeted changes. Within a Dhoch3-related learning environment, prospective German language teachers could participate in a sequence of short teaching activities addressing selected aspects of foreign language instruction, with each successive activity informed by evidence collected during previous performance. The objective would not be to reproduce the same lesson repeatedly but to establish continuity between professional experience and the development of more effective instructional behaviour. Such continuity provides a basis for interpreting pedagogical mastery as an increasingly stable capacity to organize and improve educational activity rather than as the successful completion of an individual teaching demonstration.

Teaching Portfolios as Instruments of Professional Development. Professional teaching portfolios offer a means of documenting the development of pedagogical mastery by bringing together evidence of instructional preparation, teaching performance, feedback and subsequent improvement. Their educational significance extends beyond the administrative collection of completed assignments because a carefully structured portfolio can reveal relationships among successive professional experiences and make developmental changes more visible. Zeichner and Wray (2001) discuss the possibilities and limitations of teaching portfolios in teacher education, emphasizing the importance of considering how portfolio practices are organized and used. In the preparation of prospective German language teachers, a professional portfolio

may include selected instructional materials, examples of classroom tasks, observation records, assessment feedback and brief accounts of modifications introduced during subsequent teaching activities. The inclusion of such evidence can encourage prospective teachers to examine their professional progress over time and recognize which aspects of instructional performance have become more effective. Digital educational environments may facilitate the organization and accessibility of these materials, but the pedagogical value of the portfolio depends on the quality of the evidence selected and the developmental purposes guiding its interpretation. Within the Dhoch3 context, portfolio-based activities could therefore serve as a means of connecting digitally supported preparation with observable professional achievements, provided that students are encouraged to demonstrate how their teaching performance has changed rather than merely accumulate examples of completed work.

Performance-Based Evaluation of Pedagogical Mastery. The evaluation of pedagogical mastery requires assessment procedures capable of distinguishing between the completion of professional tasks and the quality of the teaching performance demonstrated through those tasks. This distinction is particularly important in university-based teacher preparation because prospective teachers may successfully produce instructional materials without necessarily demonstrating the ability to use them effectively in an educational situation. Performance-based evaluation directs attention towards observable characteristics of teaching activity, including the organization of learning tasks, the management of classroom communication, the clarity of instructional explanations and the appropriateness of responses to learner difficulties. Such an approach can be strengthened through the use of assessment rubrics that describe different levels of performance in relation to explicitly defined criteria. However, the construction of these rubrics requires careful consideration because overly general descriptors may produce inconsistent judgments, while excessively detailed criteria may fragment teaching into isolated behaviours and obscure the coherence of the instructional process. The methodological principles of pedagogical research discussed by Xodjayev, Choriyevev and Saliyeva (2018) provide a relevant foundation for considering the systematic selection of assessment procedures and the relationship between research objectives and observable indicators. Applied to Dhoch3-supported professional preparation, performance-based evaluation should therefore examine not only whether prospective teachers can complete particular instructional activities but also whether the resulting teaching performance demonstrates measurable improvement across successive learning experiences.

Discussion

The theoretical considerations presented in this paper indicate that the enhancement of pedagogical mastery through Dhoch3-supported professional learning may be approached as a process in which instructional experience, formative assessment and professional documentation contribute to the progressive improvement of observable teaching performance. This interpretation differs from approaches that examine digital teacher education primarily through the availability of instructional resources or the development of general technological proficiency. Instead, it emphasizes the educational importance of establishing continuity between teaching attempts and the evidence used to guide subsequent improvement. Microteaching provides opportunities for focused professional practice, formative assessment clarifies the characteristics of performance requiring further development, and teaching portfolios allow evidence of professional progress to be documented across successive activities. When these elements are organized in relation to clearly defined educational objectives, they may contribute to a more systematic understanding of how pedagogical mastery develops during university-based professional preparation. Nevertheless, their

effectiveness cannot be presumed independently of the quality of implementation, since poorly structured feedback, superficial documentation or insufficient opportunities for repeated practice may limit their developmental contribution. Consequently, the proposed approach should be regarded as a conceptual framework for organizing and investigating practice-based teacher education rather than as an independently verified account of the effects of Dhoch3.

Conclusion

The enhancement of pedagogical mastery among prospective German language teachers requires sustained opportunities for practical instructional experience accompanied by systematic assessment and evidence-informed improvement. The present paper has examined the potential contribution of microteaching, formative assessment and professional teaching portfolios to the organization of such experiences within the Dhoch3 educational environment. The conceptual analysis suggests that these elements may support professional development by making selected characteristics of teaching performance observable, identifying specific areas requiring improvement and establishing continuity between successive instructional activities. The significance of this approach lies in its emphasis on the gradual refinement of practical teaching behaviour rather than the isolated completion of educational assignments. Further empirical investigation should examine how the proposed components influence professional performance over time and whether improvements demonstrated during university-based microteaching activities are sustained when prospective teachers enter authentic classroom environments.

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