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Basic Teaching Skills in German Language: A Literature Review

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A B S T R A C T

The advancement of learning in this era demands that teachers possess more comprehensive and adaptive teaching skills. One of the efforts to enhance teachers' pedagogical competence is micro-teaching, an approach that provides students with the opportunity to practice teaching on a smaller scale and receive feedback. This article aims to examine the critical aspects of micro-teaching. This research uses a literature review method to analyze the basic skills relevant to the teaching context. The results of the study show that there are eight crucial skill criteria: (1) questioning skills, (2) providing reinforcement, (3) implementing variation, (4) explaining, (5) opening and closing lessons, (6) guiding group discussions, (7) classroom management, and (8) teaching small groups and individuals. This research has a positive impact as an assessment tool to improve the quality of German language teaching.

INTRODUCTION

The role of a German language teacher is crucial in creating meaningful learning *(bedeutungsvolles Lernen)* for students. In the context of foreign language learning, teachers act as conveyors of content as well as facilitators, motivators, and creators of a learning environment that supports the development of students' communicative competence. Meaningful learning is characterised by students' active involvement, the relevance of the material to real-life situations, and the achievement of a profound understanding of the language and culture being studied. Therefore, the quality of teaching is greatly determined by the teacher's professional competence, particularly in mastering basic teaching skills.

Hasma (2017) emphasizes that basic teaching skills are core competencies that every teacher must possess to conduct effective teaching. These skills include the ability to open and close lessons, manage the classroom, explain content, provide reinforcement, design and implement questioning techniques, and offer constructive feedback. In the context of teaching German, these skills form the foundation for designing communicative, contextual, and student-centered learning. Without mastery of these basic skills, the learning process tends to be one-way, non-interactive, and may hinder both student motivation and achievement.

Thus, reinforcing basic teaching skills for German language teachers is a crucial aspect in improving the quality of instruction. Teachers who are competent in these skills can create a dynamic classroom atmosphere, build positive pedagogical relationships with students, and bridge the gap between language theory and its practical application in real life. This aligns with the communicative approach to language teaching, which emphasizes the importance of using language as a tool for authentic and meaningful interaction (Richards & Rodgers, 2014).

However, it remains a question for many education students: What specific criteria should future

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teachers meet to be able to teach effectively in the classroom? This issue is important to address to provide them with a clear direction in preparing their competencies. This article aims to identify and analyse several basic skills for improving the effectiveness of German language instruction.

Theoretical Review

Since the 1960s, German language learning has been a part of the curriculum in several secondary schools and universities in Indonesia. However, many learners face difficulties in understanding the German language, both in terms of grammar and communicative aspects. According to Nurhani (2023), most learners tend to rely on explanations from teachers as their academic source. This situation underscores the importance of the teacher‘s role, particularly in enhancing interaction between students and other learning resources, to make German language instruction more effective.

Rhein (2019) defines teaching skills *(Lehrkompetenz)* in the context of the professionalization of teaching in formal settings. This skill involves integrating explicit pedagogical understanding with reflections on practice and the process of knowledge acquisition by students. More specifically, *Lehrkompetenz* is understood as the ability to teach effectively while considering the „grammar of action“ (*Handlungsgrammatik*) in scientific practice. This competence is enhanced through the explication of the logic behind the teaching-learning process. Thus, Lehrkompetenz combines practical aspects, educational theory, and learning theory to form professional teaching within an academic context. Without teaching expertise, a teacher cannot guide their students in learning and development. In the effort to transfer knowledge and skills, teachers must master several specific competencies, where these competencies complement each other (Haryati et al., 2022).

Micro-teaching is particularly useful in improving teaching abilities and preparing prospective teachers to face real classroom situations. Moreover, micro-teaching also helps future teachers understand learning theories and apply them directly in teaching practice. During their studies, prospective teachers need to pay attention to aspects such as professional appearance, orderliness in academic administration, and demonstrate good personal qualities. Additionally, they are expected to think critically and act responsibly (Sari & Wardani, 2019). This activity also sharpens the prospective teacher‘s abilities in lesson planning, teaching techniques, utilization of learning resources, time management, reflection, and professional behavior (Richard, 2021). As a result, prospective teachers can identify and correct weaknesses in their teaching methods, thereby improving the quality of instruction for more effective learning outcomes.

METHOD

Methods section provides sufficient details to allow the work to be reproduced by an independent researcher. Methods that are already published should be summarized and indicated by a reference. If quoting directly from a previously published method, use quotation marks and also cite the source. Any modifications to existing methods should also be described. Indicate the participants observed, including demographic data, number of respondents, the rationale of respondents selection, etc. Describe the design of the experiment, such as the experiment procedures, surveys, interviews, observation characteristics, etc. Write the complete research procedure. Be sure that explanations made in the article will allow other researchers reproduce the work, or make future work out of it.

RESULTS AND DISCUSSION

After reviewing 21 sources, the researcher selected 12 relevant literature sources that focus on basic teaching skills as a pedagogical competence for prospective teachers. These 12 sources were chosen for their direct relevance to the fundamental teaching competencies necessary for effective instruction in a language-learning context. The selection process involved carefully considering how each source addressed key areas such as classroom management, lesson delivery, student interaction, and the application of pedagogical theories in practical teaching scenarios.

The chosen literature highlights various aspects of teaching skills, from the ability to open and close lessons effectively to the importance of reinforcement and feedback in the learning process. These studies

also emphasize the role of teachers in fostering a dynamic and interactive learning environment, where students are encouraged to engage actively with the language and with each other. Moreover, the sources include both theoretical frameworks and practical strategies for improving teaching competence, with a particular focus on the specific demands of teaching foreign languages such as German.

Table 1. Summary of Literature on Teaching Skills (Alphabetically by Author)

No.	Author	Year	Title	Teaching Skills Aspects	Focus of Study
1	Aguado	2021	*Sprachliche Teilkompetenzen: Mündlichkeit*	Group Discussion	Support for communication and creation of an inclusive environment in language learning discussions
2	Aini et al.	2023	*Analisis Keterampilan Mengadakan Variasi Pembelajaran Terhadap Peningkatan Hasil Belajar Siswa*	Variation of Media & Methods	Diversification of learning media to prevent cognitive fatigue in students
3	Anderson & Krathwohl	2001	*A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*	Eliciting Questions	Classification of questions based on Bloom's taxonomy to promote critical thinking
4	Dani, Shaleh, & Nurlaeli	2023	*Variasi Metode dan Media Pembelajaran dalam Kegiatan Belajar Mengajar*	Variation of Media & Methods	Integration of teaching methods and media to maintain classroom dynamics
5	Fauziyah & Junaidi	2021	*Questioning Strategies Used by an English Teacher in the Opening and Closing Sessions*	Closing Lessons	Strategies for closing sessions, student comprehension, and reinforcement of learning objectives
6	Hizbullah, Muchtar, & Mahanani	2023	*Keterampilan Memberi Penguatan dalam Pembelajaran di Kelas V SD*	Providing Reinforcement	The function of verbal and non-verbal reinforcement in supporting student behaviour in learning
7	Merkens	2010	*Unterricht: Eine Einführung*	Classroom Management	The teacher as an organiser, establishing a conducive learning atmosphere and promoting positive interaction
8	Reitzer	2012	*Unterrichten macht Spaß!*	Providing Reinforcement	Reinforcement through attention, positive feedback, and non-verbal communication
9		2018	*Pentingnya Keterampilan Dasar Mengajar bagi Mahasiswa PPL Prodi Pendidikan Matematika*	Group Discussion & Individual Teaching	Teacher's role in facilitating effective discussion and personalised instruction
10	Shoffa	2017	*Keterampilan Dasar Mengajar Microteaching*	Giving Explanations	Techniques for explaining material systematically and in accordance with students' level of understanding
11	Sukirman	2012	*Pembelajaran Micro Teaching*	Opening & Closing Lessons	Purpose of opening a lesson, learning readiness, and connection to students' prior experience
12	Syafii	2025	*Pelatihan Strategi Umpan Balik Korektif bagi Guru dalam Meningkatkan Kefasihan Berbicara Siswa*	Providing Reinforcement	Relationship between reinforcement and student motivation in the classroom

The selection of the above sources is based on several criteria, including the relevance of the topic, the depth of analysis, and the contribution of each source to the development of understanding regarding pedagogical competence in the context of teacher education. In this literature review, the researcher focuses on aspects of fundamental teaching skills, such as lesson planning, the application of effective teaching methods, classroom management, and assessment of learning outcomes. The selected sources include textbooks, journal articles, and research reports that discuss the theory and practice of pedagogical competence development for prospective teachers.

Based on the literature review tabulation, the researcher focuses on eight key skills that serve as the foundation for prospective teachers in the process of effective and adaptive teaching. These skills include: opening and closing lessons, providing explanations, asking questions, giving reinforcement,

creating methodological variation, guiding group discussions, managing the classroom, and teaching in small groups or one-on-one.

Opening & Closing Lessons

Opening the Lesson *(Unterricht beginnen)* refers to the skill of starting the learning activity. The opening of a lesson generally includes greeting students, saying a prayer, asking how they are (e.g., *"Guten Morgen!"; "Wie geht es Ihnen?"*), taking attendance, and conducting an introductory activity or apersepsi (connecting new content with prior knowledge). It is important for teachers to start the lesson in an upbeat, positive mood, showing optimism to create an engaging environment. The primary focus of opening the lesson is to prepare students mentally and emotionally for the learning ahead. According to Sukirman (2012), the goals of opening the lesson include:

a) Stimulating interest and attention: This helps create a conducive learning atmosphere and motivates students to engage actively in the lesson.
b) Preparing students mentally to learn: Mental preparation involves emotional and psychological readiness, such as confidence and interest in the topic.
c) Providing an overview or purpose of the lesson: By understanding the lesson's objectives, students gain clarity on the direction of their learning, which boosts curiosity about the material.
d) Connecting new material to prior knowledge or experiences: This strategy facilitates comprehension, as students can relate new information to their own experiences or concepts they are already familiar with.

Closing the Lesson (*Unterricht abschließen*) involves the following elements:

1. Summarizing the material: A brief recap of what was taught ensures that the key points are reinforced.
2. Refocusing students on the core topic: This helps solidify the information for future lessons and provides closure to the current topic.
3. Integrating all material meaningfully: Summarizing and synthesizing the lesson ensures that students understand how the pieces of information fit together.
4. Providing follow-up recommendations: Offering suggestions or activities that allow students to expand on what they have learned, such as further reading, practice exercises, or projects.

At the end of the lesson, it is crucial for the teacher to carry out follow-up actions. One form of follow-up can include reflection and evaluation through Q&A sessions, brief discussions, or using an exit ticket—a short sheet where students write what they learned or are still unclear about. Teachers may also assign homework, practice questions, or simple projects as further tasks. Moreover, preparing students for the next lesson by providing an overview or reading assignment can be beneficial. Importantly, feedback should be given as a form of appreciation, motivation, and improvement for students. All these follow-up actions ensure that learning is meaningful and continuous.

Fauziyah & Junaidi (2021) argue that lesson closure is a crucial phase at the end of the teaching session. Teachers can use various question strategies, particularly descriptive and comparative questions, to assess student comprehension and ensure the learning objectives have been met. Finally, formal closing statements should be emphasized communicatively, such as: *"Vielen Dank für Ihre Aufmerksamkeit und auf Wiedersehen!"*

In conclusion, the skills of opening and closing lessons are integral parts of the teaching process that support the optimal achievement of learning goals. By utilizing both skills effectively, teachers can create a more meaningful, profound, and sustained learning experience for students.

Opening the Space for Questions

The skill of asking questions *(Kompetenz zum Fragenstellen)* serves to gather information and feedback from students. Teachers' questions should be relatively simple, focused on the subject matter, and have a positive impact on students. In teaching German, for instance, questions can be developed

based on Bloom's Taxonomy, which relates to students' knowledge and comprehension. According to Bloom, learning can be understood through four complementary types of knowledge, which help students develop their cognitive abilities holistically (Anderson & Krathwohl, 2001).

The first type of knowledge is factual knowledge *(faktuales Wissen)*. This encompasses basic information that students must master, such as vocabulary, pronunciation, and other important facts in the language being studied. In the context of teaching German, a teacher might ask, *"Was bedeutet Haus?"* (What does "*Haus*" mean?), aiming to ensure that students remember and understand the meaning of the vocabulary introduced.

In addition, the teacher can ask questions related to conceptual knowledge *(konzeptionelles Wissen)*. These questions focus on the students' understanding of rules or concepts, such as grammar and other linguistic concepts. For example, a question *like "Warum sagen wir: 'Ich habe gegessen', nicht 'Ich gegessen?'"* (Why do we say *"Ich habe gegessen" and not "Ich gegessen"?*), prompts students to think more deeply about the relationship between elements of the language and how rules are applied in proper communication.

Next, procedural knowledge *(prozedurales Wissen)* should be developed through questioning. This pertains to students' ability to apply what they know in real-life situations. For example, the teacher might ask, *"Wie würden Sie einem Freund auf Deutsch erklären, wie man das Rezept für einen Kuchen macht?"* (How would you explain to a friend in German how to make a cake recipe?). This question encourages students to use the language they have learned in a conversational or practical task, requiring both conceptual understanding and practical communication skills.

Finally, the teacher should refine their ability to ask questions related to reflective knowledge *(metakognitives Wissen).* These questions encourage students to think about how they learn and identify their strengths and weaknesses in the learning process. A question like *"Welche Strategien benutzen Sie, um neue Vokabeln zu lernen?"* (What strategies do you use to learn new vocabulary?) helps students develop self-awareness about their learning methods.

On the flip side, teachers also play a role in prompting student questions. When students ask questions, it signals engagement, curiosity, and active critical thinking. Questions make learning more meaningful and help teachers understand how well students grasp the material. To encourage student questions, teachers can use strategies such as posing stimulating questions, giving thinking time, and involving students in activities that spark curiosity. This transforms the learning environment into one that is more interactive, reflective, and empowers students as active learners.

By fostering a culture of questioning—both from the teacher and the students—classroom interaction becomes richer, leading to deeper understanding and more engaged learners.

Providing Explanations

The skill of explaining (*Vermittlung des Unterrichtsinhalts*) refers to the teacher's ability to organise, structure, and deliver content in a coherent and logical manner during the lesson. Before applying this skill, the teacher needs to conduct thorough planning, which includes analysing the material and its relevance to students' everyday lives. According to Shoffa (2017), the skill of explanation encompasses how the teacher presents new concepts or information clearly, fostering students' understanding. The presentation of the material should be systematic, starting from simpler concepts and progressing to more complex ones, following a logical sequence to ensure it is easy to follow.

Language choice is also crucial; the teacher must use words appropriate to the students' level of comprehension and avoid technical terms that may cause confusion, or explain them clearly when necessary.

Several aspects to consider when implementing this skill include: (1) organising the material in a logical order, (2) using relevant illustrations or examples, (3) emphasising key points, and (4) asking questions to evaluate students' understanding. Additionally, the teacher must be flexible and skilled in developing students' communication abilities, such as *Hören*, *Lesen*, *Sprechen*, and *Schreiben*.

Providing Reinforcement

Reinforcement is a response to positive behaviour that can increase the likelihood of that behaviour being repeated (Hizbullah, Muchtar, & Mahanani, 2023). In the educational context, reinforcement plays a significant role, and teachers have a responsibility to provide feedback to students through such reinforcement. As a form of response, reinforcement in learning can occur both verbally and non-verbally (Syafii, 2025). The skill of giving reinforcement is crucial, as it serves as either motivation or a corrective measure for students' actions. Rewards in the learning process may take the form of encouraging words, smiles, nods, or positive gestures that signal attention to the student. The act of providing reinforcement aligns with questioning skills; both serve to support student participation in a more active learning process. Reitzer (2014) argues that a teacher who is able to recognise students' emotional needs and respond with constructive language (*Ermutigung*) can significantly alter the classroom dynamic. A teacher is not merely a transmitter of knowledge but also a figure who fosters a psychologically safe and supportive climate. It is in this context that reinforcement serves to affirm what is right or wrong.

The aim of reinforcement is to strengthen positive student behaviours, with the expectation that these behaviours will continue. Therefore, reinforcement must be applied thoughtfully, not merely as a formality. According to Rhamayanti (2018), reinforcement can be divided into two categories:

a. Verbal reinforcement, which consists of praise or positive statements such as *"Gut gemacht! Sie haben die richtige Antwort gegeben."* (Well done! You gave the correct answer); *"Sehr gut!"* (Very good), or *"Das ist richtig!"* (That is correct).

b. Non-verbal reinforcement, which includes facial expressions or body movements, such as a smile, a thumbs-up gesture, or a pat on the shoulder as a sign of attention. In addition, certain symbols or marks, such as a tick on an assignment, may also be considered a form of non-verbal reinforcement.

Reinforcement should be delivered with genuine expression and enthusiasm so that the response corresponds appropriately to the student's behaviour. Negative comments, such as mockery or belittling jokes, must be avoided. If a student is unable to answer a question, the teacher should refrain from immediate criticism, instead redirecting the question to another student while maintaining a positive learning atmosphere.

Variation of Media and Methods

The use of methods and media in the learning process must be varied. This means that the teacher should combine tools and approaches within a single session without violating the principle of relevance (Dani, Shaleh & Nurlaeli, 2023). The teacher's role in designing and implementing pedagogical innovations is crucial for fostering students' sustained enthusiasm for learning. Therefore, teachers must be skilled in introducing methodical variation and diversification of media (*Abwechslung der Lehrmedien und Methoden*). In this way, students remain motivated, actively engaged, and do not experience cognitive fatigue (Aini et al., 2023).

According to Sukirman (2012), the skill of using methods and media focuses on the selection and application of the most appropriate teaching strategies (methods) and supporting tools (media), in line with the learning material, educational objectives, and student characteristics. This skill involves several key aspects:

Selecting Appropriate Methods: Teachers need to choose the most effective method for conveying a particular concept. For instance, for practical skills, demonstration or hands-on practice is more suitable than lecture-based delivery.

Using Relevant Media: Media should support and enrich students' understanding of the material. The appropriate use of media can make abstract concepts more concrete, visual, and easier to comprehend.

Flexibility and Adaptation: Teachers must be able to adjust the methods and media used in response to student feedback and the dynamics of the classroom.

Skills in Guiding Group Discussions

Guiding group discussions (*Kleingruppendiskussion leiten*) is a structured process that involves a small group of students engaging in face-to-face interaction aimed at decision-making and problem-solving. The skills required to guide such discussions include focusing attention, analysing students'

viewpoints, enhancing contributions, distributing participation, and effectively closing the discussion (Rhamayanti, 2018). Group discussions provide students with opportunities to deepen conceptual understanding (*Konzeptverständnis*), practise critical thinking (*kritisches Denken*), engage in social interaction (*soziale Interaktion*), and develop communication skills (*Kommunikationsfähigkeiten aufbauen*). Teachers should foster students' willingness to speak and express their opinions as frequently as possible. In some cases, communication scenarios may need to be deliberately created to support students' positive engagement in the learning process (Aguado, 2021).

Principles in guiding small group discussions

Teachers must create a positive and supportive *Diskussionsatmosphäre* (discussion atmosphere), where students feel safe, comfortable, and motivated to share ideas without fear. A positive atmosphere encourages active participation, openness, and a sense of ownership over the discussion process. As facilitators, teachers play a key role in establishing a climate of mutual respect and collaboration.

a) Teachers should also allow sufficient time for students to formulate and respond to questions effectively. High-quality discussions require time for thinking, structuring arguments, and providing well-considered responses.
b) Additionally, teachers need to plan discussions in a structured manner by setting clear objectives (*Zielsetzung*), formulating key questions (*Schlüssel-Fragen*), and defining the stages and time limits for each segment. This structure helps maintain focus and efficiency, ensuring that the discussion aligns with the intended learning outcomes (*Lernziele*).
c) The teacher functions both as a *Betreuer* (facilitator) and an *unterstützender Diskussionspartner* (supportive discussion partner). As a *Betreuer*, the teacher directs the flow of the discussion and manages group dynamics, while as a learning partner, the teacher listens actively, provides constructive feedback, and facilitates the exchange of ideas.

Key considerations in guiding small group discussions

Teachers must take into account students' individual characteristics and needs, as each student has a unique learning style. Ignoring these differences can render the discussion ineffective or cause it to lose its purpose (*fehlende Zielorientierung*). Teachers should also allocate enough time for students to think and explore solutions. Moving too quickly between topics or expecting instant responses limits students' opportunities to develop *kritisches Denken und komplexes Problemlösen* (critical thinking and complex problem-solving). Furthermore, teachers should avoid dominating the discussion or allowing only a few students to speak. An effective discussion must be inclusive, offering every student the opportunity to contribute. Teachers also need to redirect the discussion when students stray from the topic, while still encouraging creativity. The success of a discussion depends on its relevance to the established learning objectives. Finally, teachers should encourage passive students to participate actively. This can be done by posing relevant questions and fostering an inclusive discussion environment.

Classroom Management Skills

Merkens (2010) argues that classroom management is a fundamental concept and a prerequisite for successful teaching. In this regard, the teacher's role as an "organiser" is crucial for creating and maintaining a conducive learning environment. When students feel valued and understood, they are more open to interaction and better prepared to learn. Teachers need to show care and provide moral support to their students. Moreover, teachers must be capable of building cohesion through clear rules and learning routines. These rules can include behavioural norms, classroom etiquette, and how students interact with one another. It is important for teachers to enforce these rules consistently to avoid confusion or perceptions of unfairness among students.

Additionally, adjusting teaching strategies to accommodate the varied needs of students is essential. The use of diverse approaches, such as project-based learning or group discussions, can enhance student engagement. Teachers should avoid demeaning criticism and instead focus on feedback that guides students in correcting mistakes and improving their learning process.

Skills in Teaching Small Groups and Individual Students

Teaching in small groups and one-to-one settings enables teachers to provide more intensive attention to each student and to strengthen the teacher–student relationship. In the context of individualised instruction, it is essential for teachers to consider the students' level of ability and cognitive maturity. Rhamayanti (2018) states that in implementing small group and individual teaching, the teacher acts as the primary manager of the learning process. Accordingly, three key skills are required of teachers: the ability to establish personal connections with students, to organise learning effectively, and to guide and support students according to their individual needs.

According to Sukirman (2012), teachers have a strategic role in creating a conducive learning environment. As facilitators and organisers of learning, teachers are not only responsible for delivering content, but also for shaping a classroom climate that supports the holistic development of each learner. In carrying out this role, several important aspects must be considered, including:

a) Teachers need to encourage students to develop a sense of responsibility for their own behaviour. This involves understanding that every action has consequences and that self-regulation is a form of maturity that should be cultivated from an early age.
b) Teachers play a key role in instilling an understanding of the importance of classroom rules. It is vital that teachers communicate that correction is not a sign of anger, but a constructive and educational reminder. With this understanding, students can learn to accept feedback as part of their learning journey.
c) An ideal learning environment is one in which all classroom members, especially students, feel a sense of ownership over the rules and responsibilities. Teachers should foster active student participation in adhering to rules and in building behaviours aligned with shared values.

In performing their role, teachers must also avoid habits that may hinder effective classroom management. Some common mistakes include:

a) Teachers should avoid over-intervening in students' conversations, especially when such discussions are not harmful. Allowing space for students to talk and develop their creativity is a vital part of the learning process.
b) While strategic silence can sometimes be used to regain attention, teachers should avoid silences that disrupt communication. A lack of clarity in delivering instructions or guidance can lead to confusion and misunderstanding.
c) Teachers need to demonstrate consistency and discipline in their role. Arriving late or leaving early, failing to honour commitments, or neglecting responsibilities may damage the teacher's credibility in the eyes of students.
d) Teachers must stay focused on the lesson. Conversations that drift from the core subject or topic can reduce the effectiveness of instruction and confuse learners.
e) Unnecessary repetition and inappropriate humour should be avoided. Material should be presented in a clear, concise, and focused manner to ensure student comprehension.

Teaching in small groups, typically consisting of 3 to 20 students, presents several unique characteristics that distinguish it from whole-class or individual teaching. In small groups, teachers have greater opportunity to engage directly with each student. This allows for more personalised attention, tailored feedback, and the creation of a more intimate learning environment. Students also tend to feel more comfortable asking questions or expressing opinions, as they do not feel „hidden" in the anonymity of a large class. Furthermore, the teacher must be able to facilitate collaboration among students within the group. Small groups provide opportunities for joint work on projects or discussions, where students can exchange ideas and solutions. Reaching consensus or sharing responsibilities in collaborative activities is typically easier in smaller groups.

Overall, effective classroom management relies heavily on the teacher's sensitivity and ability to create a learning atmosphere that is enjoyable, disciplined, and filled with a sense of responsibility. A teacher who serves as a wise facilitator and reliable organiser will contribute significantly to the development of independent and character-driven learners.

CONCLUSIONS

The eight teaching skills constitute both a core competency and a comprehensive framework for teachers in their role as learning facilitators. Mastery of these skills in an integrated manner enables teachers to create a dynamic, responsive, and empowering learning environment. Within such an environment, students can actively engage in constructing understanding, developing critical thinking abilities, and fully participating in the educational process. Therefore, ongoing professional development for teachers must be designed to deepen the mastery of these skills, ensuring that pedagogical practices remain relevant to students' evolving needs.

As a proverb states: *„Wer aufhört, besser zu werden, hat aufgehört, gut zu sein."* (He who stops getting better has stopped being good). A prospective teacher must never become complacent. Continuous improvement is an essential condition for remaining relevant and effective in educating future generations.

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