Importance of Pedagogical Analysis in Teaching Learning system

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Abstract: Pedagogical analysis means the logical and systematical breaking up of the curriculum from the point of view of a pedagogue for the purpose of its effective transaction. Pedagogical analysis is a tool in the hands of a teacher which helps the teacher to plan classroom teaching and implement it successfully and can evaluate the learning outcome of the students. Pedagogical Analysis means the logical and systematical breaking up of the curriculum from the point of view of a pedagogue for the purpose of its effective transaction.

Pedagogy requires meaningful classroom interactions and respect between educators and learners. The goal is to help students build on prior learning and develop skills and attitudes and for educators to devise and present curriculum in a way that is relevant to students, aligning with their needs and cultures. Shaped by the teacher's own experiences, pedagogy must take into consideration the context in which learning takes place, and with whom. It isn't about the materials used, but the process, and the strategy adopted to lead to the achievement of meaningful cognitive learning. This paper indicates types, importance, and approach of pedagogical analysis.

Key Words: pedagogical analysis, classroom interactions, learning and strategy.

1. INTRODUCTION:

All teachers have their own teaching style based upon their belief in the role they play in the teaching and learning process. Some prefer the efficiency of didactic approach where content is transmitted by lecture or other written materials. Others might practice a more student centered approach where content is transmitted by lecture or other written materials. Others might practice a more student centered approach that uses inquiry based activities, while still others might prefer a more collaborative environment where students interact with each other and the teacher assumes the role of facilitator.

As part of our pedagogy focus series, we take a deep dive into the definition of pedagogy and what it means for teachers people often talk about their pedagogical approach to teaching. Pedagogy is defined simply as the method, and practice, of teaching. It encompasses teaching styles, teaching theory and feedback assessment. When people talk about the pedagogy of teaching, they will be referring to the way teachers deliver the content of the curriculum to a class.

When a teacher plans a lesson, they will consider different ways to deliver the content. The decision will be made based on their own teaching preferences, their experience and the context that they teach in. Pedagogy is often described as the act of teaching. The pedagogy adopted by teachers shapes their actions, judgments, and other teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Its aims may range from furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills). Conventional western pedagogies view the teacher as knowledge holder and student as the recipient of knowledge, but theories of pedagogy increasingly identify the student as an agent and the teacher as a facilitator.

Differences in the age of the pupils and the content being delivered can influence the pedagogical practices a teacher will choose to use. Teacher will use research from many different academic disciplines to inform their decisions, alongside their experience teaching those age groups. For example, a teacher in EYFS may reference cognitive development research and their experience of the success of adult-directed play. The justifications behind the discussions will become the pedagogical principles, and every teacher will develop their own pedagogical principle over time. History of pedagogy:

The role of teacher can be traced back to Ancient Greece, with Socretates in the 5th century BC as the keystone of what we now consider to be modern education. The role of teacher has developed from the days Ancient Greece when the slaves would accompany the children to school whilst their masters worked, and the profession of educator grew from there.

Schools appeared in England as early as 597 AD, and it is generally believed that the first school in England was King's school in Canterbury, Kent. Like many of the first schools, King's school had links to the church, and today operates as public school. The content of the curriculum could be split into two sections: Trivium and Quadrivium. Trivium contains grammar, rhetoric, logic. Quadrivium contains arithmetic, astronomy, geometry and music. Lessons

took the form of a lecture, with a teacher leading the students whilist they read, explaining the texts. Then the students were given questions that argued through the answers amongst themselves, then with opponents a little senior, before they finally engaged a little senior, before they finally engaged with the masters who had taught them.

By 1780, the church responded to the need to educate the illiterate, and Ragged Schools, Paiish School and Church schools educated those who did not have money to send their children to the fee paying schools. Ragged schools started with large classes of 30-40 students, and were taught to read from the Bible, often orally, as they could not trusted with books. The church schools tended to use the Lancaster method where the brightest student taught what they had learnt to his fellow students, each of whom then passed it on, and continued until everyone had been taught. In 1846, the church and government started the first teacher training colleges, and graduates were given a certificate of teaching. There was a Committee of Council of Education, , and they issued grants to day school.

2. The Pedagogical Approaches :

No.	approach	means	Use in classroom
1	Behaviourism	A behaviourist pedagogy uses the theory of behaviourism to inform its approach. A behaviourist pedagogical approach would say learning is teacher centered. It would advocate the use of direct instruction, and lecture based lessons	In a lesson behaviourist pedagogical approach, you could expect to see a mixture of lecturing, modeling and demonstration, rote learning, and choral repetition. All of these activities are visible and structured, as well as being led by the teacher. however
2	Constructivism	Constructivism is a theory that people learn through experience and reflection. A constructivist puts the child at the centre of learning and is sometimes called invisible pedagogy.	A lesson might include individualization, a slower pace, hidden outcomes, the mantle of expert and less teacher talk. some adopters of this pedagogy would also place emphasis on being outdoors, and engaging with nature.
3	Social constructivism	Social constructivism pedagogy could be considered to be a blend of two priorities: teacher guided and student centered. Learning could only happen in social context, and believed that learning was a collaborative process between student and teacher.	The teacher would use group work elements, but would use smaller group sizes, and limit the choice in topics. The teacher might also use teacher modeling, questioning and a mixture of individual pair and whole class instruction.
4	Liberationism	A liberationist approach is one where the student voice is placed at the centre and a democracy is put into the classroom. Value is placed on having the teacher as a learner, and the class discovering subject together.	The teacher might use examples of literature that contain non-standard constructions, such as hip-hop or graffiti. Students may take on the role of the teacher and decide upon the topic of the lesson. The teacher should provide space and opportunity for the students to showcase their learning and this can take the form of a performance, speech or dance.

2.1 Types of Pedagogical analysis:

1	social pedagogy	Social pedagogy suggests that education is critical to a student's social development and wellbeing, and thus must be understood broadly as a way to support a person's growth throughout his/her entire life. Thus, social and educational questions must be considered as one, since students are, by nature, social beings. But they require education in order to communicate effectively as such.
2	Critical pedagogy	To engage in critical pedagogy is to break down and deconstruct typical world views about topics and learning. It often involves more critical theories, and even radical philosophies. The goal is to continuously challenge students to question their own thoughts and ideas, beliefs, and practices, to think critically and gain a deeper understanding.
3	Responsive pedagogy	In a culturally diverse society, three functional dimensions—institutional, personal, and instructional – are used together to recognize and respond to cultural differences among various students, and celebrate different approaches and methods of learning. To adopt such a style, an

		educator must be willing to accept to different needs of a multicultural classroom, and create an equally comfortable and enriching learning environment for all students.
4	Socratic pedagogy	Following a more philosophical approach, Socratic pedagogy involves a process whereby students can develop their social and intellectual skills in order to live more actively as part of a democratic society. Students are encouraged to challenge traditional assumptions about knowledge, look for alternatives, and create knowledge through their own thoughts and experiences, as well as via meaningful dialogue with others. Thus, curriculum will often involve collaborative and inquiry-based teaching and thinking as students test established ideas against others to open their minds and gain a deeper understanding of concepts.

2.2 Need of Pedagogical analysis:

- Pedagogical analysis is selection of appropriate objectives and strategies in various instructional situations to access the level of actual teaching at the end.
- A comprehensive goals facilities effective teaching. So   Pedagogical analysis offers enormous potential for improving the delivery of information in all form of education.
- It involves various logical steps to arrive at logical inference.
- It also helps the students to understand the concepts, principles and phenomena.
- It helps the teacher to implement proper evaluation procedure
- It helps the teacher to design a plan of action to for immediate feedback, diagnosis and remediation
- It makes the instructional programmed more systematic and content appropriate.
- It reveals the place of subject in all the educational process.
- It an insight to the teacher to plan his teaching
- It distinguishes the objectives of teaching subjects at different levels and in different medium from each other.
- Through it a teacher also come to know about the different objectives to be achieved by teaching different content in classroom
- It is a tool to achieve the cognitive, affective and psychomotor development of a student.

2.3 Importance of pedagogy in Teaching

- Improved quality of learning
- Students more receptive during learning sessions
- Improved student participation
- Knowledge imported effectively across a spectrum of learners
- Development of higher cognitive skills in students
- It helps the place of any unit of the text book in the structure of the subject
- It creates the attitude in the teacher trainee for deciding the training strategies according the different levels of students

2.4 Objectives:

- To carry teaching activity as smoothly as possible
- To ensure maximum output in terms of expected behavioral outcomes
- Evaluate your own teaching style and integrate it with digital learning
- Plan activities that promote higher order thinking skills.
- Identify the unique challenges teaching online presents with regard to time management and working with students virtually.
- To analyze the curricular content into meaningful content
- To anticipate comprehensive instructional objectives for each components
- To design appropriate objective based learning experience for different stages and contents
- To anticipate strategies for continuous and comprehensive evaluation

2.5 Explanation of Pedagogical Analysis:

- The art of teaching: the responsive, creative, intuitive part
- The craft of Teaching: skills and practice
- The science of teaching: research informed decision making and theoretical underpining

3. Task of Pedagogical Analysis:

1	Unit Analysis/Content analysis	**Content analysis** is a meaningful division of content into units submits and single concepts. It means, here teacher divides the major theme into minor theme, sub topics and simple contest. Thus we can define content **analysis as breaking down of the content or subject matter with a sole objective of its proper, systematic, ordered and meaningful organization.**
2	Formulation of objectives	After going through the teaching content related to the topic, a teacher is expected to formulate the instructional objectives in the behavioral term as students are expected to demonstrate the specific type of behavioural outcomes. So formulation of instructional in behavioral terms is the second step of the pedagogical analysis
3	Learning Experience and Chosen Methods	It is the third step of pedagogical analysis, in which teacher provides teaching learning experience with the help of chosen methods. The learning experiences tell how these formulated instructional objectives can be achieved properly. A teacher can go on smoothly in his teaching task with the help of selected methods, devices, techniques and materials.
4	Evaluation Devices	This is the last step of pedagogical analysis. Evaluation determines how properly teacher is preceding in hi task of teaching. Whether the teaching objectives are be achieved or not, we need testing devices known as evaluation. Thus evaluation is is the desired change in the behavior of the students. It is the sum total of students' personality. The total behavioral outcomes are measured with help of evaluation devices.

3.1 Application of Pedagogical Analysis:
- Systematic plan for the teacher to implement teaching strategies
- Unit and sub-unit wise time planning for implementation
- Scientific approach for hierarchical taxonomy of educational objectives.
- Preparation of stepwise strategies for teaching.
- Scientific method of evaluation

3.2 Merits of Pedagogical Analysis:
- It encourages met cognition and therefore will develop learner skills or build learning power.
- Increased independence of students.
- on task behavior and the quality of work improves as student s take each task
- improved decision making in real world, complex, real time problem spaces
- prompts students to engage in information analysis
- Prompts students to engage in information search.

3.3 Limitation of Pedagogical Analysis:
- Pre-assumption by making a lesson plan or pedagogical analysis always may not suit the class-room learning situation
- Previous learning outcomes as assumed earlier may not match with the present level of knowledge of the students in the class-room.
- The format may appear to give a systematic picture of the lesson. Teacher is confined within a hard rigid format of planning, so that flexibility is absent.
- Teacher should enjoy freedom to divide subunits according to number of periods and there should not be any hard and fast rule for this. There cannot be single criteria for this because teachers plan is bound to change depending on the standard of pupils in different schools.
- Lesson planning is of different types and teachers follow predominantly any one teaching style out of many. It becomes highly confusing for a reflective teacher to follow any definite lesson plan for every class, for every subject throughout the year.

3.4 Steps of Pedagogical analysis:
- Divide the contents of the selected unit into suitable sub-units and arrange the selected sub-units into a number of required periods.
- Briefly write the essence of the content of the selected sub-unit.
- Write appropriate previous knowledge required for the sub unit.

- Write appropriate instructional objectives to be selected for the sub-unit.

3.5 Contents of Pedagogical Analysis:
- Content analysis: of the unit/topic/concept being taught by the teacher in the subject.
- Setting of the teaching or instructional objectives of the content material of the topic in hand by writing them in specific behavioral terms.
- Suggesting methods, techniques, teaching learning activities, aids and equipments helpful for the teaching
- Suggesting appropriate evaluation devices in the form of oral, written or practical activities and test questions.

3.6 Steps of content analysis:
- Copy and read through the transcript. Make brief notes in the margin when interesting or relevant information is found.
- Go through the notes made in the margins the list the different types of information found.
- Read through the list and categorize each item in a way that offers a description of what is about.
- Identify whether or not the categories can be linked any way and list them as major categories can be linked any way and list them major categories/theme and or minor categories/themes.
- Compare and contrast the various major and minor categories

3.7 The Process of a Content Analysis:
According to Dr. Klaus Krippendorff, six questions must be addressed in every content analysis.
- Which data are analyzed?
- How are they defined?
- What is the population from which they are drawn?
- What is the content relative to which the data are analyzed?
- What are the boundaries of the analysis?
- What is the target of the inference?

4. Teacher's pedagogic practices:
- Teacher spoken discourse (Including instruction, explanation, metaphor, questioning, responding, elaboration and management talk)
- Visual presentation (using a chalkboard, writing, diagrams, pictures, textbook, learning aids such as stones, experiments, drama)to understand or construct the new knowledge being presented or indicated to the learners
- The act of setting or providing tasks for learners to cognitive engage with new content or develop physical skills such as experimentation, reading, writing, drawing, mapping, rehearsing, problem solving, practicing
- A variety of social interactions, in which language is central between learners or learners and teacher such as pairs, groups, individually or whole class.
- Teachers' monitoring, use of feedback, intervention, remediation and formative and summative assessment of the students or assessment by the students themselves.

5. Principle of Effective Pedagogy:
- It equips learners for life in its broadest sense
- It engages with valued forms of knowledge
- It recognizes the importance of prior experience and learning.
- It requires the teacher to scaffold learning
- It needs assessment to be congruent with learning
- It builds on the knowledge learners already have
- It exposes and discusses misconception
- It develops effective questioning
- It makes appropriate use of whole class interactive teaching, individual work and cooperative small group work
- It encourages reasoning
- It uses rich collaborative tasks
- It uses technology in appropriate ways

6. Teacher's Activity in Pedagogical Analysis:
- Identifies desired learning outcome and select tasks accordingly

- Presents information
- Models procedures or techniques
- Orchestrates activities and manages behavior.
- Asks questions to check understanding and recall of information
- Create a supportive environment
- Encourage reflective thought and action
- Enhance the relevance of new learning
- Facilitate shared learning
- Make connections to prior learning and experience
- Provide sufficient opportunities to learn
- Inquire into the teaching learning relationship

7. Pedagogical Situation:
- Determine the type of educational situation
- Determine the pedagogical sense of this situation, that is and describe it in terms of the status of the participants of the situation, their relationships, life experience, opinions, positions
- Identify pedagogical problem(actually existing or emerging conflict), the possible reasons of creating a conflict
- Design a pedagogical purpose (planned results, which would like to achieve in the given situation).
- To offer the means and methods of influence or interaction in a given situation
- Analyze the expected results. Identify the changes that need to occur due to successful solution of the educational situation.

8. Improvement of Pedagogical Skills:
- Dialogue with yourself through a Teaching Log
- Solicit Feedback from student
- Dialogue with Faculty
- Dialogue with Peers
- Seek Outside Consultation

9. Characteristics of Successful Pedagogical analysis:
- It gives serious consideration to pupil voice.
- It depends on beaviour (what teachers do), knowledge and understanding(what teachers know) and beliefs (why teachers act as they do)
- It involves clear thinking about longer term learning outcomes as well as short term goals.
- It builds on pupil's prior learning and experience.
- It involves scaffolding pupil learning.
- It involves a range of techniques, including whole class and structured group, guided learning and individual activity.
- It focus on developing higher order thinking and metacognition, and make good use of dialogue and questioning in order to do so.
- It embeds assessment of learning.
- It takes the diverse needs of a range of learners as well as matters of student equality into account.

10. Pedagogical Management:
Pedagogical management is a special kind of activities of all subjects of the educational process aimed at achieving goals and using the forms and methods for facilitating its functioning and development as a pedagogical system. According to research, pedagogical management is inextricably linked with certain effects, necessary for the implementation of target criteria of the educational process: maintenance within established boundaries (functioning) or transition to a new state (development). According to the authors, this type of management is aimed at regulating the educational process in order to transfer it to a higher level. Babansky (1982) defines the essence of the management in its optimization, which provides the following conditions for its solution:

• Integrated task scheduling;
• Specification of the components of the educational process on the selected model;
• Comparative evaluation of different paths of the educational process with a view to their situational adequacy;

• Time efficient of methods, forms, techniques of teaching and organization of the process;
• Commitment to the cost-effective and appropriate expenditure of time, conditions and resources.

11. Conclusion:

All in all, the teaching and learning of languages have always been open to ongoing changes. As there was a shift from a descriptive view of language to a more critical one, new approaches have appeared to the teaching and learning languages and the social practices that characterize such acts. These approaches range from critical pedagogy to a more revolutionary critical one.

- Effective pedagogies involve a range of techniques, including whole class and structured group work, guided learning and individual activity.
- Effective pedagogies focus on developing higher order thinking and met cognition, and make good use of dialogue and questioning in order to do so.
- Teacher need to be informed of the role of modeling in teacher education.
- LLS teaching needs to be integrated into teacher trainings.
- Parental meetings need to be held periodically for the transmission of learning strategy information from schools to families
- Social strategies e.g., collaboration, LLS sharing among students can be promoted.

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