

Essentials of Teaching and Teaching Methods

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Abstract: “*Teaching is an art as well as science*” rightly defined to tell the process of teaching. From ancient to recent era several methods and strategies have been described and still new strategies are being innovated and discussed with the advancement of time. Generally and commonly teaching is the process organized at different levels, in various phases, in particular behaviour and approaches by several functions or methods. Uses of different strategies in teaching are an art while uses of different methods are a science. Both method and strategies in teaching have their own bases which need to be understood. To have the basic knowledge of these method and strategies can help a teacher to deal the students through rightly present content with right approach inducing effective learning environment. So teaching is an art and science to bring desired change in the behaviour of the learner. A teacher not only must be aware of the teaching method or strategy but also must know when, how, where, which and why it is going to be used while choosing it for the students. Finally, we can say that the teaching methods are the tools in the hand of a teacher to use them accordingly, perfectly, timely, mindfully, intelligently and properly to achieve the outcomes he wants from his teaching. This is a property of an effective and efficient teacher.

Key Words: Teaching strategies, Teaching methods, art, science, teaching approaches, learning environment.

1. INTRODUCTION:

From ancient to modern era, the concept of teaching has been elucidated in various ways with different words. In Collins dictionary “*Teaching is the work that a teacher does in helping students to learn.*”(10) In teaching, one person who has more knowledge and experience in particular field or area tries to instil his desired knowledge into learner’s mind by using different tricks, tactics and methods. So teaching is an art and science to bring desired change in the behaviour of the learner.

Teaching is the process organized at three levels, in three phases, in different behaviour and approaches by three functions or methods. It can be understood through the classification of teaching as follows:

[1] Based on **functions and methods**

- i- Telling
- ii- Showing
- iii- Doing

[2] Based on **levels:**

- i- Memory level
- ii- Understanding level
- iii- Reflective level

[3] Based on **behaviour/ approaches:**

- i- Authoritarian or Teacher centered
- ii- Democratic or Learner centered
- iii- Laisses-faire

[4] Based on **phases:**

- i- Pre-active phase
- ii- Inter - active phase
- iii- Post - active phase

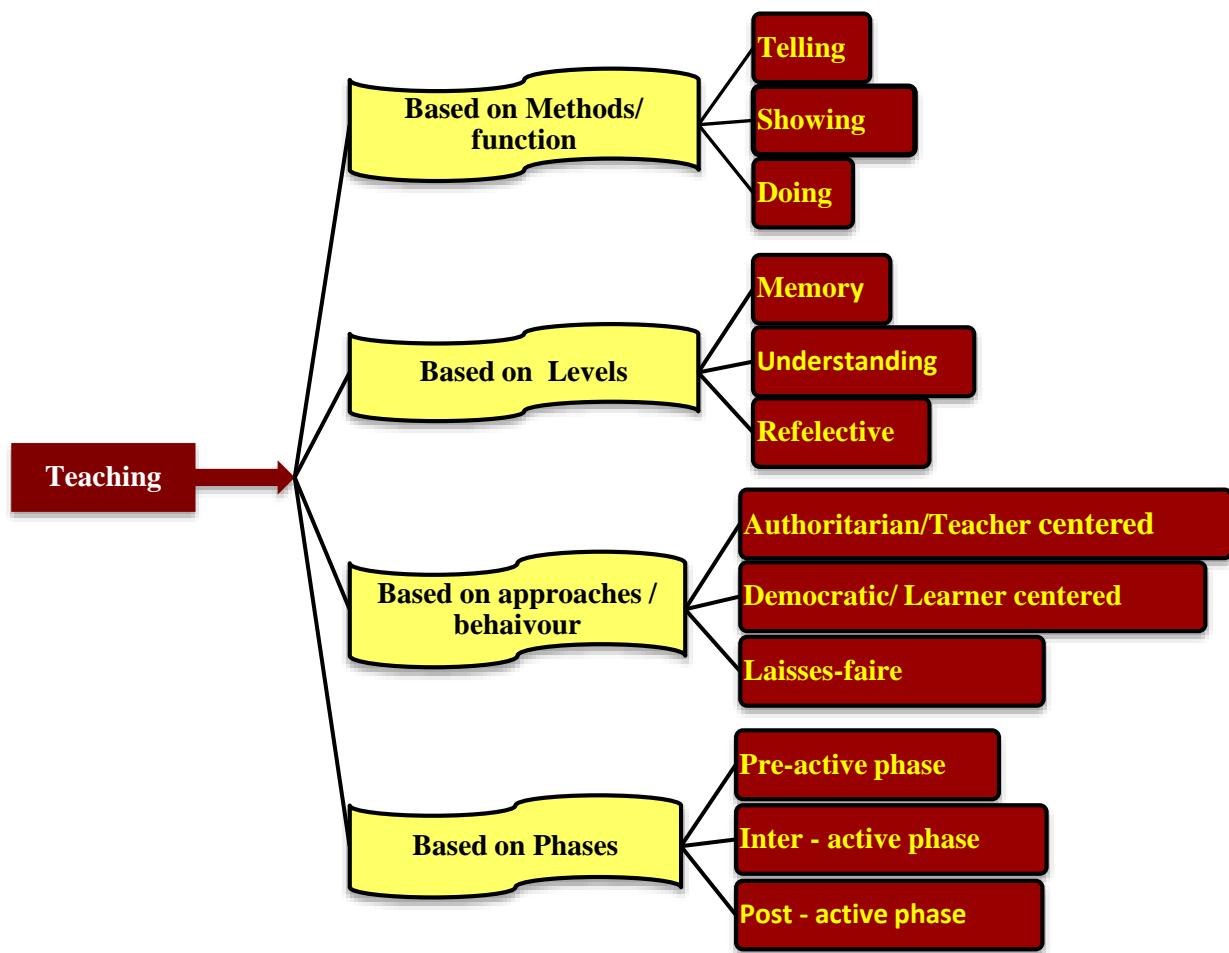


Figure 1. Classification of teaching

Based on function, teaching is done by telling, showing and doing. It depends on the objectives of teaching need to be achieved and nature of the subject matter how it can be delivered in the best way either by telling, showing or just by doing it to make the learner understood clearly. *Based on levels*, there are three levels of teaching: memory, understating and reflective. At primary level, learner learns by memorization. At secondary level by understating the concept and at higher level, learner reflects his thinking and this is the time of opinion formation towards any concept and trend. *Based on behaviour*, there are three types environment formed in class while teaching either authoritarian, democratic or laissez-faire. In authoritarian teaching, a teacher as an authority dominates the learner in regard learning ways, material etc without considering the learner's needs and capacity. While in democratic teaching, a teacher not only shares his knowledge with the learners but also gives them freedom to ask and share their views. The teacher and the learner both play equal and active role. In lasses-faire teaching, the teacher is not skilful, confident, or courageous to control students. The teacher understands the students' inclination and actions and is less probable to monitor their activities. The teacher's endeavors are not to hurt the students' feelings and he has difficulty saying no or enforcing rules.(11) *Based on phases*, teaching is organized in three phases, pre-active, interactive and post-active. In pre-active teaching, before going into the class plans are prepared i.e. objectives, content, method etc. In interactive teaching, plans are executed in the class during teaching. In the post-active teaching, follow up of teaching is noted or observed to bring improvement and some modification.

2. TEACHING METHOD:

Teaching method is an organized way in which a teacher transmits or entertains the information. Geoffrey defines teaching method as the process of conveying knowledge and skills used by a teacher in the classroom. It implies the use of principles and theories of instructions; it can include class participation, demonstrations, recitation (9). So teaching method is the style of presentation of content in the classroom.

3. TEACHING STRATEGIES:

Teaching strategy is the careful plan of actions to achieve a goal, or the art of developing, or carryout such a scheme. This is a systematic and highly structured plan of Action. These are all plans made to help learners to access the information (7). Teaching strategy is the means to achieve learning objectives i.e. cognitive, affective, and

psychomotor. Teaching strategy seeks to establish the relationship between teaching and learning in view of achieving the objectives.

4. DIFFERENCE BETWEEN TEACHING METHOD AND STRATEGY:

S.No.	Teaching Methods	Teaching Strategy
1	Based on classical theory	Based on modern theory
2	The content and mode of content delivery are the main elements.	The behavioural and learning objectives & conditions are the basic elements.
3	The nature of subject content determines the method: <i>Telling, showing and doing</i>	The learning objectives determine the strategy : <i>cognitive, affective, and psychomotor</i>
4	Term from pedagogy	Term from military science
5	Macro approach	Micro approach
6	Implemented by techniques	Implemented by tactics
7	Evaluated by using administering criterion test.	Evaluated by using achievement test.
8	Focus on effective presentation of content to have command over it.	Focus on creating learning condition to achieve objectives

Table 1. Difference between Teaching method and Strategy

Some teaching methods can also be teaching strategies as they can be one of the modes of content delivery while also achieving any learning objective. (5) For example: Lecture can be a method or a strategy. If it is used as a mode of content delivery (telling), it will be a lecture method. It is also achieving a learning objective (cognitive objective); it will also be lecture strategy. Any teaching method can achieve any learning objective too.

Learning Objectives	Teaching Strategies	Teaching Methods	Component of The Content
Cognitive	Knowing	Telling	Concepts, terms, words, facts, rules, principle, theories, problem solving, creativity
Affective	Feeling	Showing	Interest, feeling, attitudes, beliefs, values , character
Psychomotor	Doing	Doing	Skill training, linguistic training, habit formation

Table 2. Learning objectives through Teaching method and Strategy

Basically there are two types of teaching methods and strategies (6).

Teachers centered / Autocratic:

In this method a teacher holds the vital position and presupposes to be the source of all materials. No interaction between the teacher and learner. The learners are assumed to be empty minded, that have to be filled with knowledge. Examples: lecture, demonstration, tutorial, programmed instruction, chalk-talk, team teaching methods etc.

Learner centered / interactive / democratic / permissive:

In this method teaching is the learners centered where they are the source of what to be learned. Learners have platform to interact with a teacher. They themselves become the part of this interactive teaching – learning process. Hudgins says, “*The prior knowledge of the student is considered to be of very important. From this fountain is where the trench of knowledge is dug to make a big and wide canal of knowledge*”. (1)

Examples: Question-answer, heuristics, project, review, group discussion, role playing, brainstorming, Computer Assisted Instruction, simulated, field trips etc.

A teacher not only must be aware of the teaching methods but also must know when, how, where, which and why a teaching method is going to be used while choosing it for the students (8). There are some following *factors or guidelines determine the choice of the teaching methods*:

Learning objectives:

Teaching-learning objectives are the term used to describe the procedures and the outcomes expected. This is the result of learning. A teaching-learning process in the class-room has its objective to the subject, to the Teacher, to the learner and to the school policies. In this concern Brown wrote “*Attaining of Instructional objectives depend on the method used. If the Instructional objectives need the student to list, mention or naming then the Teaching method, Strategies and Techniques must relate to the naming listing and mention*”.(2) Example if the learning objective shows the way to student to make a machine.

Availability and user-friendliness of teaching-learning aids:

Teaching aids speaks about directly to the Teaching method and instructional objectives. If a teacher has no proper teaching aids related to his method, he will be compelled to change his method so that it might relate to his teaching aids.

Teacher's ability and preference:

The teacher must have ability and experience to handle the selected method. If teaching methods are not used cautiously, it may distract students' attention.

The age of learners:

Every method is selected according to the age of learners. The adolescents are much more captivated by experimentation or demonstration while lecture method may bore them. The young children or kids have much influence of cartoon concept rather than experimentation. So we can interpret that the cognitive domain of the learner is affected by the method used. A learner's brain grasps fast depends on the relevance method used depends on his or her age.

Psychological need of student:

These depend on what the student needs. Different students have different needs. Some students suffer from stress, feel lack of love, face economical problems or afraid of humiliation. In this concern Bello Put it in this way “*They want to be accepted, valued, meaningful support; entertained etc. the teacher recognition on these psychological needs will help a teacher to choose a method which will satisfy all the needs*”. (3) The method used in class has significant impact on how student acts and remains liberal.

Rate/ speed of learning for the learners:

The learners have different learning rate or speed. Some have great ability while others may slow learners. The pace of learning is affected by the teaching method and using teaching aids.

Evaluation system:

The curriculum determines the type and mode of examination set up. Evaluation system affects the way teachers teach and use their teaching method accordingly. Many teachers preferred the questions-answers method and lecturing for essay type questions. And group-discussion, oral presentation etc opted as teaching methods are for viva

Total strength of the class:

It is related to the number of students in the class. Lecture method will be fair enough for the large group of learners whilst other methods will be useful to the small groups.

Time allotted for the class:

Time is essential factor that determines the method a teacher presenting the content. This depends on advantage and disadvantages. Some other methods are time consuming while others are time savers.

Nature of content or material:

The nature of what is taught determines the method used. Some of the topics directly depend on a certain method of teaching. Example the history topics are taught by storytelling while the chemistry topics require the conducting experiments and showing through demonstration.

Student learning style:

This is regarding student style of learning. Some learn quickly while some have less grasping power. So all these style require different teaching method. Farrant says, “*A student learn by hearing prefer lecturing while a student learn by seeing require demonstration. Those who learn by touching experimentation make them learn immediately*”. (4)

5. BENEFITS IF THE PROPER TEACHING METHODS ARE OPTED:

Teaching method has the main objective to determine the mode student understands the lesson. If the teacher chooses the wrong teaching method, the outcomes cannot be achieved. The student will not understand the content and even they will hate the lesson. There are three major benefits as follow:

Helpful in managing class discipline:

Choosing of correct teaching method will help a teacher to manage his class. The discipline will be good because the students participate in the lesson effectively.

Keep the students in active and attentive mode:

Teaching becomes interactive and interesting if the teacher associates the students with the content through discussion and by using different modes. So the learners feel active and attentive.

Reduce stress while learning:

Finally proper selection of teaching method gives relief from anger and stress to the teacher and student. This will make a class interactive for teacher as well as for learners.

6. CONCLUSION:

Finally, we can say that the teaching methods are the tools in the hand of a teacher to use them accordingly, perfectly, timely, mindfully, intelligently and properly to achieve the outcomes he wants from his teaching. This is a property of an effective and efficient teacher.

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