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Some class room methods of teaching

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Abstract

The best of the curriculum and the most perfect syllabus remain dead unless quickened into the life right methods of teaching. Method is the means of reaching pre-determined ends. All decisions regarding teaching procedures in different subjects should be governed by objectives of teaching these subjects. There is no royal road to successful teaching. There are many roads – highways and by ways royal roads and narrow lanes, delight- full paths and rough ones which need to be tried for me particular needs and situations. The teacher should be able to use permutations and combination of methods, devices and techniques to make teaching of different subjects interesting, vital and living. The best of the curriculum and the most perfect syllabus remain dead unless quickened into the life right methods of teaching. Method is the means of reaching pre-determined ends. It, in fact, form the most important link in the total teaching learning chain which has on one hand the goals and purpose and on the other, results and values.

Keywords: Class Room and Teaching Methods

Introduction

All decisions regarding teaching procedures in different subjects should be governed by objectives of teaching these subjects. For the achievement of comprehensive objectives of teaching different subjects, methods are needed which could expose the pupils to knowledge, and experiences helpful in the development of understanding, critical thinking, practical skills and interests to be developed through a particular subject.

There is no royal road to successful teaching. There are many roads– highways and by ways royal roads and narrow lanes, delight- full paths and rough ones which need to be tried for me particular needs and situations. The teacher should be able to use permutations and combination of methods, devices and techniques to make teaching of different subjects interesting, vital and living Corresponding to the requirements of different subjects, there are different methods of teaching. Now we shall discuss these methods which the teachers may use.

Telling Method

"Telling" according to James Michael Lee "is the pedagogical device whereby the teacher makes a brief oral presentation of some fact or concept of educational significances." It is a method often resorted to by teachers for supplying the students with information about events, incidents and simple facts. Telling is particularly useful as a teaching device when:

- 1) Introducing new topics;
- 2) Summarizing work;
- 3) Reviewing work;
- 4) Supplementing information furnished by students and text-books;
- 5) Developing the work of the class;
- 6) Giving illustrative talks;
- 7) Giving inspirational talks; and
- 8) Introducing important incidental information.

Telling, as a method, should be used when it is not possible to elicit the information for the students or to make them active participants in the learning process. Telling should be full of actions and made interesting by the use of catchy words and phrases and handy illustrations such as metaphors and similes. Telling is an art which every teacher should know.

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He should have rich imagination, accurate and wide knowledge and a rich collection of facts, anecdotes and stories to enable him to use them when the situation demands.

The lecture method

The lecture is also a method of exposition. According to James Michael Lee, "The lecture is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem." The method is particularly used in the secondary classes and above. It can be used:

1. To motivate: While starting the study of a new unit or topic, the teacher, can sometimes present the outstanding aspects effectively in a lecture. He can indicate some of the significant persons events and problems and thus arouse the curiosity of the pupils.
2. To clarify: When, in the study of a unit, problem or topic the pupils are troubled by the same difficulty, the lecture can be given to save time. The situation may call for review for a new synthesis, of an interpretation or for the establishment of hitherto unrecognized associations. A few minutes lecturing can help to clarify matters.
3. To review: Through lecture, the teacher can very well guide the pupils by summarizing the main points of a chapter or unit and indicate some of the important and significant details.
4. To expand contents: Lecture is one of the best ways of presenting additions material. Pupils are interested to know beyond the text-book. They are interested in the teacher's reading in his travels and in his experiences. This is possible if the teacher experiences. This is possible if the teacher manages to give a lecture punctuated with interesting anecdotes, personal experiences and verbal descriptions.

Advantages

1. It vitalizes ideas which too often appear cold and impersonal when printed in the pages of books. The spoken work is frequently far more effective than the printed one. While delivering a lecture, the teacher can indicate by games, gestures and facial expressions the exact shade of meaning that he wishes to convey. By impersonating characters, by modulating voice and by using simple devices, he can impress his message. He, in fact, can impart life and colour and vividness to the lifeless and colourless printed material.
2. Lecture gives the teacher an opportunity to come immediate contact with the pupils. He can gauge the pupil's with appreciation. In case of doubt, he can repeat the message or change the approach and thus manage to carry the pupils along with him.
3. Lecture can be adapted to the abilities, interests, previous knowledge and needs of the pupils.
4. Lecture gives the pupils training in listening and taking rapid notes.
5. Lecture saves time: It ensures adequate preparation by the teacher which is useful for the pupils. Grater enthusiasm and interest on the part of the teacher is bound to be felt by the pupils as it is contagious.
6. Good lectures stimulate brighter pupils. They are prompted to put in more work.

Limitations

1. It makes the learner a passive agent in the learning process. Learning is participating in the learning process, it needs the opportunity to talk, to ask questions, so that best of learning takes place. In order to guard against this danger, it is advisable that the teacher resort to an occasional and informal use of this method.
2. The lecture lessens the opportunity for the pupils to learns by doing as ready made material is presented to the pupils.
3. The lecture is an inefficient teaching tool in the development of attitude formation and process outcomes. There is no teaching where these is no learning.
4. The lecture does not guarantee that the pupils will understand its contents. Being almost exclusively teacher cantered, if offered little opportunity during the lesson to evaluate the amount and degree of pupil understanding.
5. The average high school student may not have sufficient attention span to attend closely to a full forty minute lecture. Moreover, the pace of the lecturer may not be adjusted to the majority of the students.
6. The lecture can quickly develop a deadening monotony. It is the exceptional teacher who can stimulate and keep up the interest of the students continuously. . Most high school teachers are not good lecturers.

Some guidelines for the use of lecture method:

1. The teacher should choose the occasions for his lectures with great care. A new chapter unit, the presentation of additional material, the summarizing of an extensive topic and the classification of a the best occasions for the use of this method. Sometimes, the teacher can give a hint about some topic to be developed in a later lecture. Pupils, thus can be led anticipate a lecture with eagerness.
2. Lecture should be carefully planned, on the lines of a development lesson plan,
3. It should be built around one central problem or topic with ancillary sub-problems and topics perhaps the best pedagogical basis for good lecture formulation is to pose a problem, delineate the difficulties, present a solution, and finally explain why it is the best solution
4. It is always best to prepare a synopsis of the lecture as it is useful both for teacher and the taught. It avoids pointless digression. It will save the pupils from the distraction of taking notes. In this way, the teacher takes the pupils along with him as the pupils know the plan of the teacher.
5. The teacher must be very careful about the delivery of the lecture. He must speak clearly and slowly so that the pupils are able to keep pace with him. He should speak naturally and directly. He should talk to his students rather than lecture to a class. A suitable modulation of voice relieves the monotony of the lecture. Frequent but natural change of positions help the speaker to feel at ease and also ensure every member of the class an equal opportunity to hear.
6. Instead of continuous talking by the teacher, lecture should be interspersed with occasional developmental questions to the students.

7. Lecture should make extensive use of verbal imagery and other oral illustrations. The examples and illustrations should be geared to the cultural background and intellectual level of the class.
8. Lecture should be full of humour. It should be enlivened by analogies, comparisons, anecdotes, stories, and incidents that bear upon the topic.
9. Lecturer should utilize concrete illustrative devices such as chalkboards, models, slides, motion pictures and other audio-visual materials, whenever possible.
10. Lecture should often be followed by a written test to measure the success of the lecture. The success of any teaching device can be known through the learning process. If the pupils have learnt well, the lecture is successful and if not, the teacher can revise his methods. As a means of communicating information, the informal lecture is a reasonably efficient method.

Discussion method

This is another useful method of teaching. A problem, an issue, a situation in which there is a difference of opinion, is suitable for discussion method of teaching. Ideas are initiated; there is exchange of opinion accompanied by a search for its fractural basis: speech is free and responsible. New values are created. The participants - the teacher and the students are inter-related in a process of competitive cooperation. Discussion, in fact, is an ordered process of collective decision making. It seeks agreement, but if it is not reached, it has the value of clarifying and sharpening the nature of agreement.

Discussion, as a method of teaching, may be used for the following purposes:

- (i) For laying plans for new work:
- (ii) For making decisions concerning future action:
- (iii) (in) For sharing information:
- (iv) For obtaining and gaining respect for various points of view:
- (v) For clarifying ideas:
- (vi) For inspiring interest: and
- (vii) For evaluating progress.

There are two types of discussions used in schools - the informal and the formal. An informal discussion is one which involves the free verbal interchange of the participants without being governed by predetermined set of rules. An all class discussion is an informal discussion. A formal discussion is one which proceeds in a predetermined manner, according to prescribed procedures.

Informal discussion

Here, the teacher is the leader. In order to make the discussion useful, ensure that:

1. The topic under discussion remains in the forefront:
 2. (in) Optimum pupil participation is secured:
 3. Discussion proceeds at the appropriate pace;
 4. The pupils derive maximum benefit during every phase of discussions and
 5. The pupils get help in evaluating what has been learned. The teacher can only guide the informal discussion if he is the master of the subject and is well versed in pedagogical skills.
- Formal discussion may assume some such form as a debate, a symposium, a panel or a round table discussion etc.

Debate

A debate is a programme in which two or more students holding contradictory opinions on a particular problem present arguments. They are given opportunity to rebutt the opposite side. Later, the rest of the class is encouraged to ask questions from the debaters or engage in a brief discussion with them. Debate has a moderator. In order to get significant results, the teacher should work both with the debaters as well as with the class.

Symposium

Here, the participants present to the audience their views about various aspects of a selected problem or topic through speeches or paper reading. In the words of Struck. "We think of a symposium as a group of comment, either spoken or written, which portrays contrasting or at least different points of view. The chief purpose of the symposium is to clarify thought upon controversial questions. The general audience listens to the discussions and each person forms his own conclusions concerning the validity or value of the points of view presented. The ideal number of pupil participants in a symposium is four or five.

Panel

This form of discussion technique is useful when the original group may be very large. It places the discussion leadership in the hands of a small group of individuals - usually from four to eight, who constitute the "panel". The panel has a president and members. They are preferably seated in front. There may be a slightly raised platform, upon which tables and chairs may be placed in semi circular arrangement to face the audience and to face one another to some extent.

In a panel discussion, we can follow either the rotation system where each member expresses his opinion in turn or the members may speak briefly as the thought comes to them one after the other. The panel discussion method should provide a natural setting in which people will have the opportunity to ask questions, to evaluate replies and to contribute constructively.

The panel discussion, if properly organized, can prove advantageous: (i) It stimulates mental activity, provides clarity in thinking, and helps in fluency of expression. It gives training in presentation of views. (ii) The quick exchange of facts, opinions and views greatly develop intellectual dexterity and power to argue.

Much of the success of this device depends on the chairman. He should be able to motivate the panelists, energise a sagging discussion, bring each panelist into active participation, keep the discussion focussed on the problems, make both periodic and final summaries and stimulate questions from the class.

Advantages

1. Discussion helps in clarifying and sharpening the issues. New ground is discovered both for agreement and disagreement. Old ideas and values may be replaced by new ones.
2. Discussion helps children crystallise their thinking and identify concepts needed for their study.
3. Students come to know and understand that difference in perspective need not result in disaster and that people believe in the same thing for different and acceptable reasons.

4. Discussion helps the student in discovering what he does not know, what he has overlooked and wherein he is mistaken both in facts and their interpreting. Equally important, he may find out what he knows with surely.
5. Discussion gives knowledge a round trip. It is not the one way affair of the lecture. It engenders more reflection than the 'ping-pong' of the question and answer recitation. Of all the methods of teaching it is furthest from note-learning. It employs reasonable persuasion in place of cajolery, threat, coercion or propaganda.
6. Discussion engenders toleration of various viewpoints.
7. Discussion can help the teacher in discovering students who have a potential for becoming leaders.
8. Discussion activates thinking along the lines of self-evaluation. It is helpful in establishing attitude of looking forward to progress and growth.
It is obvious, discussion as a method of teaching can yield good results.

Conclusion

Effective Teaching methods hardly seem a mystery. Much research bears out the commonsense principles; many of us saw our better teachers practice. What is most important is to organize the subject matter so that it's conveyed clearly and efficiently. And we need good pedagogy.

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