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## PSYCHOLOGY OF TRADITIONAL AND MODERN METHODS OF TEACHING

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**Abstract:-** <sup>1</sup> Barbara L. McCombs (2000) has summarized 14 Learner – Centered Psychological Principles from the American Psychological Association Work Group of the Board of Educational Affairs as a guideline for Institutional Reform.

**Keywords:** Modern Methods , Psychology , Motivational , Social Factors.

### INTRODUCTION:

These principles fall under the categories of cognitive factors, Motivational & Affective factors, Developmental & Social factors and Individual differences factors.(Retrieved) The author being a teacher educator, out of intellectual curiosity, she is prompted to study the application of these principles in the existing methods of teaching adopted in Secondary and Higher Education.

### LEARNER - CENTERED PSYCHOLOGICAL PRINCIPLES (LCP):

For this purpose the author has taken just one principle from each one of the four factors.

#### COGNITIVE FACTORS

##### Context of Learning:

LCP: Learning is influenced by environmental factors, including culture, technology and instructional practices.

#### MOTIVATIONAL AND AFFECTIVE FACTORS

##### Motivation to learn:

LCP: The Learner's creativity, higher order thinking and natural curiosity all contribute to motivation to learn.

##### Intrinsic Motivation:

LCP: Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.

#### DEVELOPMENTAL AND SOCIAL FACTORS

**Social Influences on learning:** LCP: Learning is influenced by social interactions, interpersonal relations, and communication with others.

## INDIVIDUAL DIFFERENCES FACTORS

### Individual differences in Learning:

**LCP:** Learners have different strategies, approaches, and capabilities for learning that are a function of prior experience and heredity.

On going through these principles one can easily understand what they imply in the task of teaching aimed at imparting effective learning of content and skills. Let us verify the application of these principles in the following two categories of methods termed as

- i. Traditional Method and
- ii. Modern Method

### TRADITIONAL METHOD:

By applying the rule that, any method that is teacher – oriented is traditional by form and nature, we can identify the traditional methods. In this case the usual classroom teaching at the school level, called as “Chalk and Talk” method or “Text book Method” falls under the category traditional method. Similarly at the college level the so called “Lecture Method” comes under traditional category.

The Lecture Method is probably the oldest instructional format and still today it is the most common form of instruction<sup>2</sup>(Hrepic ,Zollman&Rebello, 2007) .

In fact the lecturer is seen as “the sage on the stage”. In traditional Lecture class, the teaching style is highly teacher driven. The teacher dominates and controls the activities of the whole class.<sup>3</sup>Robinson (1995) indicated that in translation method, “the teacher conceives self as quiet set, demanding, concerned with subject matter and in getting specific tasks done. Their teaching materials would be used to present facts and information, and their teaching methods are formal and impersonal”.

### Criticism:

#### This form of traditional instruction is criticised for the following reasons:

- a)It follows just one way communication; the students are kept passive listeners.
  - b)Discussions and activities among peers are not possible; that is too much of teaching and too little communication<sup>4</sup>(Lian , 1996).
  - c)As it leads to individual competition, students become more selfish and indifferent <sup>5</sup>(kagan, 1995).
  - d)Most of the traditional classes lack creativity, interactions and critical thinking <sup>6</sup>(Goodlad 1984).
- In spite of such Criticisms this method is indispensable for the following reasons:
- a)If the purpose is disseminating a large quantity of information in a short time.
  - b)When the teacher / lecturer wants to establish a class culture of his / her delivery style.
  - c)If the students are to be prepared for examinations.
  - d)If the aim is to make the students get the needed relevant information.
  - e)When the learners are auditory by nature.

### LCP Underlying Traditional Methods:

On scrutinising all the four stated LCPs, it is found that only the first one given under cognitive factors seems to be applicable for the traditional method in terms of its purpose, format and procedure. According to the first LCP, learning is influenced by environmental factors including culture, technology and instructional practices. By juxtaposing the learning requirements as per the first LCP – environment , culture , technology, and instructional practices with the class room practices of an ideal traditional method, one can find good agreement between them, as detailed below:

#### Environment

Convenient Lecture Hall with good lighting and ventilation.  
An elevated platform with a table and chair.  
A broad and lengthy blackboard at the back.  
Provision for electric and electronic appliances.  
Permanently fitted white screen for display.  
Comfortable seating arrangements for learners.  
Noise free atmosphere.

## **Culture**

### **Family Culture:**

Expected child rearing practices to do academic works.  
To listen to talks / speeches for discerning information.  
To enjoy speaking, reading, writing and doing arithmetic.

### **School Culture:**

Should enforce obedience and follow the rules and regulations.  
Should maintain good class room discipline and reasonable silence.  
Encouragement for regularity, punctuality and restricted physical movements.  
Should have developed a disciplined mind to go along with the mind of the speaker.

### **Technology:**

Displaying and preserving newspaper cuttings, Paper clippings, pictures, etc.,  
Displaying video clippings  
Using OHP  
Using Power Point Presentation

### **Instructional Practices:**

Teaching theories followed by practical.  
Adoption of role play and demonstration.  
Provision for Group Work while teaching the whole class by giving assignments and projects.

From all these it may be understood, that but for the last requirement - Instructional practices, the other three aspects – environment, culture and technology seem to be adopted in an ideal traditional method of teaching to effect good learning in learners.

## **MODERN METHOD OF TEACHING:**

Following the dictum similar to the one stated earlier, any method that is learner - centered can be called a modern method. To realise the goals of learning not enshrined in traditional method an alternative is suggested by way of cooperative learning method.

Co – operative learning seems to be a potential solution to most of the teaching and learning problems. It is one of the teaching methods to improve academic achievement, social skills by means of students' interaction and language competence (Kessler, 1992; Wei, 1997). The teacher generally follows students' interaction in small groups and encourages all groups to work together effectively during the class room activities.

### **Tenets of CLM:**

#### **Johnson & Johnson (1994) state the following tenets of CLM:**

- A. Positive interdependence
- B. Face – to – Face interaction
- C. Individual and group accountability
- D. Interpersonal and small group skills development
- E. Group processing

### **Format:**

Students in the class are divided into heterogeneous groups, each having a minimum of two and a maximum of seven.  
Roles allotted to group members:

- i. The Recorder [REC] writes down what the members discuss.
- ii. The Elaborator [EL] explains important viewpoints.
- iii. Checkers of understanding [COF] makes sure that each member understands what is discussed.

- iv. The Encourager [EN] encourages Group member's participation and contribution to the Group.
- v. The Praiser [PR] cheers the members feel better about their contribution.
- vi. The Reporter [REP] summarizes the discussion and reports to the class.
- vii. The Timer [TI] takes charge of Group process and reminds members to complete their discussion within the time limit.

**Procedure:**

The teacher arranges the students into a possible number of heterogeneous groups, introduces the concept of co operative learning and explains their role at each stage.

The teacher introduces the subject matter to be learner by playing the CD – ROM and presents the key words, phrases and important ideas. The students listen to the record attentively in order to answer the questions to be asked.

Students work in groups to share what they have learnt.. Students are attentive constantly since they know that their number might be called. The moment the teacher randomly draws out the name, the student would like to be the first to answer the teacher's questions. If the student doesn't answer, the members of the team could help their teammates. Once it is answered, the student could earn points for their team. So during the activity students become more active and enthusiastic than before.

Therefore the teacher plays the role of the supporter, facilitator, observer, change agent and advisor<sup>10</sup>(McDonell, 1992). The teacher, apart from this has to structure his / her teaching strategy to involve every student to work independently and co – operatively to the maximum and contribute his / her, or the group's best for the learning of the entire class<sup>11</sup>(Chen , 1999).

Depending on the subject matter, purpose and instructional goals a number of techniques have been introduced in CLM. The following are some of the techniques:

**I. STUDENTS – TEAMS – ACHIEVEMENT DIVISION (STAD)**

STAD is a prevailing and simple technique in co – operative learning. It consists of five major components.

- a. Class Presentations
  - b. Teams
  - c. Quizzes
  - d. Individual improvement scores
  - e. Team recognition
- <sup>12</sup> (Slavin, 1986)

**II. JIGSAW – II**

Group members share information with each other in this technique.

- a. Six or Seven students begin in their original team. Each original team member is given dialogues or an article to work on.
- b. Students form expert team, each of which is made of one person from each of the original team to study their part of topic.
- c. The students with the same topic from different groups study and discuss attentively.
- d. Students return to their original to teach and share what they have learned to their teammates.
- e. Students take a quiz or work together on a task, including all the parts of the topic. <sup>13</sup> (Slavin, 1995)

The Methods of individual improvement scores and team recognition are the same those of STAD.

**III. THINK – PAIR – SHARE:**

**This can be viewed as a family of three – step techniques:**

- a) Students work individually.
  - b) Students take turns to tell or describe with their partner.
  - c) Students discuss and report to the class. They share what they have learned with group members.
- <sup>14</sup> (Lyman , 1992)

**IV. NUMBER HEADS TOGETHER:**

Students work together and check whether they can explain what their group has done:

- a) Students work alone to do a task assigned by the teacher.

b)Students share their answers and put their heads to give the best answer.

c)Students with the number chosen report their answers. If a student does not complete the answer, the teacher will call on a teammate to complete the answer.15(Kagan , 1992)

#### **LCPs underlying modern methods**

As per the LCPs given under cognitive Motivational and Affective, Developmental & Social and Individual difference factors, the fulfillment of the requirements enshrined in them are detailed below.

#### **Cognitive factors**

##### **Environment:**

- \*Easily adjustable furniture
- \*Friendly group for interaction
- \*Freeness to speak, read and write
- \*Opportunity to express ideas and feelings.

##### **Culture:**

- \*Each one acts as directed
- \*Acts of Sharing and guiding /leading prevalent
- \*Friendly atmosphere prevails
- \*Continuous work occurs with an element of challenge

##### **Technology:**

- \* Student used teacher designed learning materials available –both hard and soft copies
- \*Provision for Internet usage

##### **Instructional Practices:**

- \*Class divided into small groups works independently as well as co-operatively.
- \*Individual task performance leading to group performance.

##### **Motivational and Affective factors:**

##### **LCP: Motivation to learn:**

##### **Creativity:**

- \*Searching for new links to give one's best answer
- \*Learning to think differently as someone has done

##### **Higher Order Thinking :**

- \*Finding new interpretations imitating the thought process of the most competent
- \*By reasoning out how one's interpretation is novel and unique

##### **Curiosity:**

- \*The output of teammates attract others to make similar attempts
- \*The performance of one group ignites the desire of other groups to out shine

##### **LCP: Intrinsic Motivation:**

##### **Optimal novelty and difficulty:**

- \*Each one work to his/her capacity
- \*Everyone has the provision to show his/her uniqueness

**Relevant to personal interest:**

- \*Learning materials are prepared by the teacher according to learner's interest
- \*Sharing with others initiates interest in other areas

**Personal choice and control:**

- \*Each one can limit his /her work
- \*Each one can control the extent of receiving or extending help to others .

**Developmental and Social factors:**

**LCP: Social influences on learning:**

**Social interactions:**

- \*Individual to individual and Group to group interactions are possible
- \*Interactions with Experts and teachers occurs regularly

**Interpersonal relations:**

- \*Helping the not so competent team member
- \*Encouraging and motivating one another.

**Communication :**

- \*Discussing the answers prepared by the members
- \*Explaining the uniqueness of interpretation.
- \*Cordial relationship with others by effective communication

**Individual differences factors:**

**Different strategies of learning:**

- \*By intent listening to the views of others
- \*By juxtaposing the points of others with his /her own views

**Learning Approaches:**

- \*By deliberate deviation from others thinking
- \*Imitating the thought process of others

**Capabilities:**

- \*Successful oral presentation
- \*Preparing write-ups with appropriate words and expressions

From the above discussion it may be seen that almost all requirements for effective learning as shown in the four LCPs analyzed are likely to be fulfilled in the CLM, supposed to be a modern method of teaching.

**CONCLUSION:**

On the basis of the Learner centered Psychological principles when the traditional methods and modern methods are evaluated, it is found that the modern methods such as the one with a nomenclature –CLM seems to be a more advantageous one than the traditional one for imparting effective learning to learners.

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