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TECHNOLOGY OF TEACHING

Radhika Inamdar

Abstract:–“The child is not a plastic material which can be molded according to educator’s design, but it is a closed bud having its own inherent capacity to flourish and blossom” it needs only the favorable climatic conditions such as the right atmosphere, environment, inspiration and mainly proper guidance.

Keywords: Technology Of Teaching , plastic material , flourish and blossom.

INTRODUCTION

Technology as conventionally imparting knowledge understood by a traditional teacher is the act of disseminating information to the learners in the classroom. It is generally, equated with telling.

In fifty years, a number of researchers have been conducted on teaching-learning process. New methods and techniques have been developed on the basis of research findings.

“The philosophy is of someone who knows and telling those who do not.” The traditional explanation of the team teaching which equates with telling is not accepted to the educators of today.

Old concept of Teaching is of “Giving of information”.

NEW CONCEPT OF TEACHING –

Teaching is to cause the child to learn and acquire the desired knowledge, skills and also desirable ways of living in the modern and modest society. The main aim of teaching is to help the child to respond to his environment in an effective way for successful survival and achievements.

Teaching is the stimulation, guidance, direction and encouragement of learning. – Burton.

- 1) Stimulation – It can cause motivation in the learner to learn new things and urge to learn.
- 2) Direction – It means that teaching is not half hazard activity but it is a goal oriented complete activity which leads to predetermined behavior activities of the learner in teaching which are directed and controlled, keeping goals into consideration and economy of the time and efficiency of learning.
- 3) Guidance – It means to guide the learner to develop his capabilities, skills, attitude and knowledge to the maximum for adequate adjustment in the external environment.
- 4) Encouragement of learning – To encourage the learner to acquire the maximum learning.

ESSENCES OF TEACHING –

- 1) Teaching is communication between two or more persons who influence each other by their ideas and learn something in the process of interaction.
- 2) Teaching is to fill in the mind of the learner by information and knowledge of facts for future use.
- 3) Teaching is a process in which learner, teacher, curriculum and other materials are organized in a systematic way to attain some predetermined goal.
- 4) Teaching is to cause motivation to learn.
- 5) Teacher must know the developmental characteristics of children at different age levels. So that he can take advantage of

their interest and motivate the students in a learning process.

MAXIMS OF TEACHING –

1) Using the experiences of children which are already acquired should form the basis of teaching from known to unknown. Educationist & teachers are engaged in the task of actual class room teaching have involved certain simple notions and working ways based on their own experiences. They are known as Maxims of teaching which Trustworthy, Time bound are and Universal.

2) From known to unknown – Known can always prove a reliable base for making acquaintance with the unknown. Previous knowledge of a particular subject helps us to collect new information & explore the unknown.

3) From definite to indefinite – A good teaching should always lead from definite to indefinite. One can always trust the tested or definite things, concepts, events or knowledge may be easily approached for catching the indefinite ones. E.g. definite grammar can help the student to learn the respective language effectively.

4) From single to complex – It is always better to begin with the relatively simple things than to fight with the unnecessary difficult and complex one.

5) From concrete to abstract – Abstract is confusing and difficult to understand and one may get bored, fatigued and lose patience. It is also difficult to be remembered and applied in practical situations. However, concrete is relatively simple, understandable or objective. Acquisition of new knowledge or skill etc. may become a simple task when it is supported by concrete example, objects or events.

6) From particular to general – Generalized facts, principles, concepts and phenomena are quite abstract in nature and hence should not be presented in the beginning of the teaching.

7) From whole to part – Whole is not only always greater than the parts but also more understandable, motivating and effective. Hence teaching should have the beginning with the whole and then step by step its various parts or constituents are explained to the students. E.g. Flower and its parts.

8) From induction to deduction – For employing the induction, a teacher is required to place particular instances, examples, facts, experiences before the students. On basis of the similarities of properties & repetition of phenomena the students are thus made to generalize a concept, principle or rule on the other hand, deduction is the net result of the induction.

9) From analysis to synthesis – Analysis refers to a process of breaking or separating out into simple parts, elements or constituents in order to understand its structure or composition. It is a sort of operation or investigation that is being carried out for knowing about the hidden aspects of a problem. Synthesis works quite opposite to analysis. It refers to a process of combining the different elements or parts of anything or phenomena for understanding it.

10) From psychological to logical - Child is the centre of education. His needs interests, abilities and capabilities are the deciding factors for the planning and organization of the teaching activities.

11) Follow the nature – teacher should use all the natural abilities of the children while teaching such as curiosity, activeness, emotions etc.

Each child is psychological entity having specific individual needs of growth which have to be understood; and tact by which a good gardener tends to varieties of plants and trees in his garden. Just as each plant needs to be individually looked after, even so each child, it is contended and is required to be looked after individually.

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Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
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