

SEC: TEACHING SKILL

Unit:1 (2nd Part)

(FYUGP-1st Semester)

Presented by

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Meaning of Teaching Skills

- ❑ Teaching skills are **a set of related teaching act or behaviours** performed with the intention to facilitate pupil's learning. These are the **abilities and competencies** that teachers use to facilitate learning and create a positive classroom environment.
- ❑ **The term “teaching skills” means skills that enable a teacher to—**
 - **increase student learning, achievement,** and the ability to apply knowledge
 - **effectively convey and explain** academic subject matter
 - **effectively teach higher-order** analytical, evaluation, problem-solving, and communication skills
 - **employ strategies** grounded in the disciplines of teaching and learning that—
focus on the identification of students' specific learning needs, particularly students with disabilities, students who are gifted and talented, and students who are slow learner, and the tailoring of academic instruction to such needs

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Meaning of Teaching Skills

❑ enable a teacher to—

- **conduct an ongoing assessment of student learning**, which may include the use of formative assessments, performance-based assessments, project-based assessments, or portfolio assessments, that measures higher-order thinking skills (including application, analysis, synthesis, and evaluation);
- **effectively manage a classroom**, including the ability to implement positive behavioral interventions and support strategies;
- **communicate and work with parents**, and involve parents in their children's education; and
- **use**, in the case of an early childhood educator, **age-appropriate and developmentally appropriate strategies and practices** for children in early childhood education programs.

(Reference: <https://www.law.cornell.edu/definitions/uscode.php?>)

Definitions of Teaching Skills

- Teaching skills are **a set of related teaching act or behaviours** performed with the intention to facilitate pupil's learning. (**Brown**)
- Teaching skills are **specific instructional techniques and procedures** that a teacher may use in the classroom. (**N.L.Gage**)
- Teaching skill is **particular teaching behaviour** that contributes to the effectiveness and uniqueness of teaching model. (**Joyce & Well**)
- Teaching skills are **a group of teaching acts or behaviour** intended to facilitate pupils' learning directly or indirectly. (**B.K. Passi**)

Characteristics of Teaching Skills

- **Set of Behaviour** which are interconnected
- **Set of components** (each skill has sub-skills)
- **Instructional techniques or procedures**
- **Teaching activity** conducted for desired behavioural change in learners
- **Need of Practice**
- **Result of Micro-teaching**
- **Reduces complexity of teaching**
- **Increases self-confidence**
- **Fulfils specific objectives**
- **Makes learning Interesting**
- **Makes teaching effective**

Importance of Teaching Skills

- Teaching skills are very important in overall teaching-learning process.
- ✓ It **minimizes complexity** in teaching activity.
- ✓ It **enhances self-confidence** of teacher.
- ✓ It **brings desirable changes** in teacher behaviour.
- ✓ It **removes fear and hesitation** of teacher towards teaching.
- ✓ It **helps in effective presentation** of subject-matter.
- ✓ It **makes teaching- learning easy & interesting**.
- ✓ It **helps in solving classroom problems**.
- ✓ It helps the teacher in **effective management of classroom environments**.
- ✓ It **makes the overall teaching process effective**.

Importance of Teaching Skills

- Teaching skills **guide the teacher** through daily occurrences of the classroom, **enabling them to navigate** through these activities with ease, while **maintaining the best learning atmosphere** for students, hence **making them more eager to learn and explore** these subjects.
- Further, teachers who have good skills in communication and classroom management also **create a positive learning environment** for their students. This environment not only **allows students to learn the subject matter with ease** but also **motivates them to ask more questions and learn better**. A teacher can **bring desired behavioural change in learners** through effective use of teaching skills.

(REFERENCE: <https://www.teachmint.com/glossary/t/teaching-skills/>)

Various Teaching Skills

- **B.K. Passi (1976) from NCERT has listed 13 teaching skills.**
 1. Writing instructional objectives
 2. Introducing a lesson
 3. Using blackboard
 4. Recognising attending behaviour
 5. Increasing pupil participation
 6. Silence or non-verbal cues
 7. Fluency in questioning
 8. Probing questions
 9. Explaining
 10. Illustrating with examples
 11. Reinforcement
 12. Stimulus variation
 13. Achieving closure

Various Teaching Skills

- **Allen & Ryan (1969) from, Stanford University listed 14 teaching skills** which are following.
 1. Set induction
 2. Stimulus variation
 3. Lecturing
 4. Silence and non verbal cues
 5. Reinforcing pupil participations
 6. Recognizing behaviour
 7. Completing the communication
 8. Fluency in questioning
 9. Probing questions
 10. Divergent questions
 11. Higher order questions
 12. Illustrating and the use of examples
 13. Planned repetition
 14. Closure

Core Teaching Skills

❑ Following are the core teaching skills:

- Skill of introducing a lesson (Path abotarona)
- Skill of blackboard writing
- Skill of questioning
- Skill of stimulus variation
- Skill of explaining
- Skill of illustration
- Skill of reinforcement etc.

Skill of introducing a lesson

❑ **Component Behaviour :**

Component behavior are the essential constituting elements of a skill which make a skill perfect.

- ✓ **Preliminary attention gaining**
- ✓ **Use of relevant previous knowledge of the students**
- ✓ **Use of appropriate supporting aids, devices or techniques**
- ✓ Arousing motivation and create interest
- ✓ Ensure the relevancy
- ✓ Link with previous knowledge and content part
- ✓ Continuity and smooth transition

Skill of blackboard writing

❑ **Component Behaviour :**

- ✓ Legibility (clear)
- ✓ Size and alignment
- ✓ Highlighting main points (Conciseness)
- ✓ Utilization of space
- ✓ Appropriateness/ Spelling and sentence structure
- ✓ Speed
- ✓ Position of teacher
- ✓ Eye contact
- ✓ Blackboard summary

Skill of questioning

❑ **Component Behaviour :**

- ✓ Structuring
- ✓ Relevancy
- ✓ Question delivery and distribution

❑ **Uses of questioning:**

- ✓ Test previous knowledge
- ✓ Preliminary attention gaining
- ✓ Stimulating curiosity and interest
- ✓ Encouragement of further learning
- ✓ Illuminating thinking
- ✓ Comparison
- ✓ Generalization
- ✓ Knowing difficulties in learning
- ✓ Maintenance of discipline
- ✓ Evaluation

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Skill of questioning

❑ **Guideline for framing questions:**

- ✓ Grammatical correctness
- ✓ Conciseness
- ✓ Relevance
- ✓ Specificity
- ✓ Clarity

❑ **Guideline for presenting questions:**

- ✓ Speed, Voice, Pause, Style, Seeking further Information, Prompting, Refocusing, Redirecting, Increasing critical awareness

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Skill of questioning

- ❑ Points to remember while posing questions in the classroom to maintain and sustain effective question answer sessions.
- ✓ Creating pleasant situation in the classroom while asking questions
- ✓ Ensure pleasant appearance on the face of the teacher
- ✓ Question should be appealing in nature
- ✓ Question should be clearly framed
- ✓ Question should address to the whole class
- ✓ Keep appropriate speed and proper intonation (rise and fall of voice)
- ✓ Allow adequate time to give answer to the students
- ✓ Give clues when student face difficulty to answer
- ✓ Questions should be developing in nature
- ✓ No inclusion of answer in questions
- ✓ Yes or No question should be avoided
- ✓ Double question should not be asked in one question
- ✓ The nature of Question should be stimulating the thinking of the students
- ✓ Questions should be audible to the entire classroom.

Skill of stimulus variation

❑ Component Behaviour :

The following are the components of skill of stimulus variation:

- ✓ Purposeful movement of the teacher
- ✓ Use of Gestures
- ✓ Voice modulation
- ✓ Focusing
- ✓ Pausing
- ✓ Change in Interaction Style
- ✓ Oral-visual Switching (Change in Sensory Focus): Three forms--

Oral to visual- while explaining any phenomenon teacher can displays picture, chart, video etc. **Visual to oral-** after display any picture, chart, video switch over to verbal explanation. **Combination of both oral and visual.**

Skill of explaining/Narration

❑ **Component Behaviour :**

- ✓ Use of appropriate beginning statements
- ✓ Use of Explaining Links
- ✓ Covering essential points
- ✓ Fluency and clarity
- ✓ Use simple language
- ✓ Testing Pupils' Understanding
- ✓ Use of Concluding Statements

Skill of illustrating with examples

❑ **Component Behaviour:**

- ✓ Use Verbal illustration
- ✓ Use Non-verbal illustration
- ✓ Use Relevant Examples
- ✓ Use Simple Examples
- ✓ Use Interesting Examples
- ✓ Use appropriate Media
- ✓ Use genuine example
- ✓ Use of Inductive-Deductive Approach (specific to general)

Skill of reinforcement

❑ **Component Behaviour:**

- ✓ Positive Verbal Reinforcement
- ✓ Positive Non Verbal Reinforcement
- ✓ Extra verbal reinforcement
- ✓ Negative verbal reinforcement
- ✓ Negative non-verbal reinforcement
- **Caution in Using Negative reinforcement**
- ✓ Give reinforcement in apt time
- ✓ Reinforcement should be graded in according to the nature answer
- ✓ No delay in giving reinforcement
- ✓ Delay of reinforcement is like denial of reinforcement
- ✓ Denial of reinforcement is like discouraging the pupil
- ✓ Do not use reinforcement when it is not needed
- ✓ Encouraging or reinforcing all the students who respond correctly, not for few.

Skill of Closure

❑ **Component Behaviour:**

- ✓ **Quick review** of the lesson/ summing up the main points

(Strengthening learning through questioning or statements or diagrams)

- ✓ Establishing **cognitive connection**

(what already learned and what follows)

- ✓ **Application of acquired knowledge** of learners

(feedback by oral or written test)

- ✓ Creating a **sense of achievement**

(They have learned what they intended to learn and that would help them in their future learning)



THANK
YOU