

SEC: TEACHING SKILL

Unit:1(1st Part)

(FYUGP-1st Semester)

Presented by

Dr. Kunjalata Baruah

Assistant Professor, Dept. of Education

Mangaldai College

SYLLABUS

55. Teaching Skill

PAPER TITLE: - SKILLS ON PRACTICE TEACHING.

UNIT 1: Concept of teaching and teaching skills, Introduction of some important teaching skills, Phases of Teaching.

UNIT 2: Meaning, nature and importance of Lesson Plan, Criteria of good lesson plan, Herbartian Steps of Lesson Plan.

UNIT 3: Preparation of Lesson Plan for practice teaching (PRACTICAL).

MEANING & DEFINITION OF TEACHING

- Teaching is a process in which **one individual teaches or instruct another** individual.
- It is considered as the **act of imparting instructions to the learners** in the classroom situation.
- Teaching is a face-to-face encounters between two or more persons, one of whom (Teacher) intends to effect certain changes in the other participants (Students) - **Jackson**
- Teaching is the stimulation, guidance, direction and encouragement of learning.- **Burton**
- Teaching is the task of teacher which is performed for the development of a child.- **Thomas F. Green.**
- Teaching is a system of actions intended to induce learning.- **B.O. Smith.**
- Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person.- **N.L.Gage.**

CHARACTERISTICS OF TEACHING

- Giving information
- Causing to learn
- Causes change in behaviour
- Teaching is art as well as science
- Tri-polar process
- Reciprocal process
- Formal as well as informal
- Dynamic
- Feedback centred
- Communication process
- Psychological process
- Proceeds from memory level to reflective level
- Skillful activity
- Observable, measurable and modifiable

VARIABLES OF TEACHING

□ Three types of variables:

- Independent variable: (Teacher)
- Dependent variable: (Student)
- Intervening variables : (Subject-matter, Teaching method , Teaching environment etc.)

PRINCIPLES OF TEACHING

❖ **General principles of Teaching**

❖ **Psychological principles of teaching**

❑ **General principles of Teaching:**

- Principle of **planning**
- Principle of **defining aims and objectives**
- Principle of **material selection**
- Principle of **activity**
- Principle of **cooperation**
- Principle of **correlation**
- Principle of **democracy**
- Principle of **flexibility**
- Principle of **dynamism**
- Principle of **reality**

PRINCIPLES OF TEACHING

❑ Psychological principles of Teaching:

- Principle of child- centredness
- Principle of individual difference
- Principle of motivation
- Principle of feedback
- Principle of previous knowledge
- Principle of readiness
- Principle of exercise
- Principle of creativity
- Principle of recreation
- Principle of sympathy

MAXIMS OF TEACHING

Johann Friedrich Herbart & Herbert Spencer : Pioneers

- **Maxims of teaching are principles that help make teaching more interesting, effective, and easy. It includes:**
- **Proceed from Known to Unknown:** (e.g. teach about village first, than about district-country-continents)
- **Proceed from Easy to Difficult:** (e.g. teach about number first, than teach addition-subtraction –multiplication- division)
- **Proceed from Simple to Complex:** (e.g. teach meaning of environment, components first to teach about environmental pollution)
- **Proceed from Concrete to Abstract:** (e.g. teach about river first, than about sea-ocean)
- **Proceed from Particular to General:** (e.g. teach about day-to-day use of fire first, than about fire energy)

MAXIMS OF TEACHING

- **Proceed from Analysis to synthesis:** (e.g. teach about parts of flower first , than about structure of flower)
- **Proceed from Actual to Representative:** (e.g. for teaching about air pollution, make the students visit factories/industries first)
- **Proceed from Near to Far:** (e.g. teach about governance in family/home first to teach about district/nation governance)
- **Proceed from Psychological to Logical:** (e.g. Give importance on students' motivation, interests first, than go to logical presentation of subject matter)
- **Proceed from Empirical to Rational:** (e.g. to teach about idealism asked students about their experience of visiting Mandir, Majzid, Church /spiritual places)
- **Proceed from Induction to Deduction:** (e.g. to teach about rule of voice change, a teacher can start by converting a few sentences from active to passive voice than use those examples to conclude a general rule)

CRITERIA OF GOOD TEACHING

- Facilitates learning
- Well-planned
- Learner-centred
- Recognizes individual differences
- Democratic
- Flexible
- Progressive
- Motivational
- Follows laws of learning
- Diagnostic and remedial
- Sympathetic
- Reduces gap between teacher and learner

PHASES OF TEACHING

- **JACKSON'S three phases of teaching:**

- ✓ Pre-active phase (Planning stage)
- ✓ Inter-active phase (Implementation stage)
- ✓ Post-active phase (Evaluation stage)

- **Pre-active phase (Planning stage):**

- **Operations of Pre-active phase:**

- ✓ Formulation of instructional objectives
 - ✓ Making decisions about the subject-matter
 - ✓ Arrangements of ideas and style of teaching
 - ✓ Development of the teaching strategy

PHASES OF TEACHING

❑ Inter-active phase (Implementation stage):

▪ Operations of Inter-active phase:

- ✓ Sizing up the Class
- ✓ Diagnosis of the learners
- ✓ Treatment given to the learners

❑ Post-active phase (Evaluation stage):

▪ Operations of Post-active phase:

- ✓ Determining the exact dimensions of the behaviour
- ✓ Using the appropriate testing devices and techniques
- ✓ Changing the strategies of teaching

Thank you