



## METHODS OF TEACHING

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**Cite This Article:** P. Ambika, "Methods of Teaching", International Journal of Interdisciplinary Research in Arts and Humanities, Volume 3, Issue 1, Page Number 387-390, 2018.

### **Abstract:**

The best curriculum and the perfect syllabus remain alive if quickened into Life by the proper teaching methods. The method is the means of reaching pre-determined ends. It forms the most critical link in the total teaching-learning chain, which has, on the one hand, the goals and purposes and, on the other, results and values. The objectives of teaching these subjects should govern all decisions regarding teaching procedures in different topics. To achieve comprehensive goals of teaching other subjects, methods are needed to expose the pupils to knowledge and experiences helpful in developing understanding, critical thinking, practical skills, and interests through a particular topic.

**Key Words:** The Lecture Method, Demonstration Method, Problem-Solving Method, Inductive Approach, Deductive Approach, Analytic Approach, Synthetic Approach, Project Method.

### **Introduction:**

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 that must be tried to meet particular needs and situations. The teacher should be able to use mutations and combinations of methods, devices, and techniques to make teaching different subjects interesting, vital, and living. Corresponding to the requirements of different subjects, there are other teaching methods. Now, we shall discuss these methods which the teachers may use.

### **The Lecture Method:**

The lecture is also a method of exposition. James Michael Lee states, "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 mainly used in the secondary classes and above. It can be used:

- To motivate: While studying 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 pupils' curiosity.
- 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, for an interpretation, or the establishment of hitherto unrecognized associations. A few minutes of lecturing helps clarify matters.
- To review: Through lectures, the teacher can guide the pupils by summarising a chapter's or unit's main points and indicating some significant details.
- To expand contents: A lecture is one of the best ways of presenting additional material. Pupils are interested to know beyond the textbook. They are interested in the teacher's reading, travels, and experiences. This is possible if the teacher gives a lecture punctuated with exciting anecdotes, personal experiences, and verbal descriptions.

### **Advantages:**

- It vitalizes ideas that too often appear cold and impersonal when printed on the pages of books. The spoken word is frequently far more effective than the printed one. While delivering a lecture, the teacher can indicate the exact shade of meaning he wishes to convey by games, gestures, and facial expressions. He can impress his message by impersonating characters, modulating his voice, and using simple devices. He can impart life, color, and vividness to the lifeless and colorless printed material.
- The lecture allows the teacher to contact the pupils immediately. He can gauge the pupils 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.
- Lectures can be adapted to the pupils' abilities, interests, previous knowledge, and needs.
- The lecture trains pupils in listening and taking rapid notes.
- Lecture saves time: It ensures adequate preparation by the teacher, which is helpful for the pupils. Tremendous enthusiasm and interest on the part of the teacher are bound to be felt by the pupils as it is contagious.
- Good lectures stimulate brighter pupils. They are prompted to put in more work.

### **Demonstration Method:**

This method involves presenting a pre-arranged series of events to a group for observation. Explanatory remarks accompany this. This method is most commonly used in science and fine arts. It can be used in giving information, training, and knowledge. The demonstrations should be selected both in terms of the needs of the observers as well as the ideas, materials, procedures, or techniques that can be observed profitably.

The physical environment should be carefully arranged to ensure a smooth demonstration, clear vision, and hearing by observers.

Here are some suggestions for a successful demonstration:

- Plan the demonstration in great detail and rehearse it. It will be better if the teacher prepares an outline with the co-operation of pupils.
- Ensure all the materials and illustrations are nearby when the demonstration begins.
- Break down the demonstration into a simple step-by-step pattern so the class can easily understand it.
- Proceed with the demonstration slowly so pupils can quickly grasp the details.
- Whenever possible, involve students in the demonstration.
- Ascertain whether the students have grasped the meaning, contents, and explanation after each step. If they have not, the relevant parts should be repeated.
- Verbal explanations should heighten the interest and increase learning.
- Observation guides may require the students to look and analyze, record, tabulate, or be actively involved in observing.
- Plan follow-up activities that permit sharing impressions, analyzing records, drawing generalizations, and making applications. Make an assignment based on the demonstration. This will help evaluate pupil learning.

#### **Advantages:**

- The demonstration can open a student's eye to a new world of understanding. It will help him to acquire knowledge in the first-hand form.
- The demonstration shortens the time for learning and lengthens the memory of facts and principles.
- The demonstration effectively clarifies to participants and observers the relationship between skills and their purpose.
- The demonstration aids in bringing about a relationship between theory and practice.
- The demonstration fosters good thinking in groups and individuals.

Thus, demonstration, if well planned, conducted, and followed, can be a valuable approach to teaching.

#### **The Problem-Solving Method:**

This method attempts to train the pupils' minds by confronting them with real problems and giving them the opportunity and freedom to solve them. The primary purpose of the problem, as it is used in school, is to afford training to the pupils in thinking in solving the problems mentally. The problem-solving approach is meaningful, developmental, sequential, and based on discovering generalizations. It involves the thought process that results from doubt, perplexity, or a problem. The approach leads to the formulation of valuable generalizations in future situations involving solving the issues. It is an essential contribution to learning.

#### **Steps of the Method:**

- Discovering, considering, discussing, selecting, and stating the problem or question.
- Collecting, organizing, comparing, and judging significant information in the light of the defined problem.
- Exploring the problem and framing some possible solutions.
- Drawing preliminary conclusions for further exploration and study.
- Evaluating findings and establishing a conclusion.
- Considering the summarization with the possibility of further study.

#### **Major Approaches in Problem-Solving:**

In problem-solving, four different approaches may be followed: Inductive, deductive, analytic, and synthetic.

- **Inductive Approach:**

Here, the child is enabled to arrive at a general conclusion, establish laws, or formulate generalizations by observing particular facts and concrete examples. A universal truth is proved by showing that if it is valid for a specific case and is further confirmed for a reasonably adequate number of cases, it is suitable for all such claims. The formula or generalization is thus arrived at through a convincing process of reasoning and solving problems. After understanding several concrete cases, the student can successfully attempt the conception. For instance, the students are conducting several experiments to conclude that air has weight. In a geometry lesson, by measuring the angles of a triangle, figure that their sum is equal to two right angles. In a grammar lesson, the teacher, while teaching 'nouns,' may give examples and help the pupils frame a definition. Thus, the approach is mainly developmental.

- **Deductive Approach:**

It is the opposite of the inductive approach. Here, the learner proceeds from general to particular, abstract to concrete, and formula to examples. The preconstructed formula, or definition, is explained to the students, and they are asked to solve the problem with the help of that formula. The learner accepts the formula or definition as a well-established truth. The teacher announces the relevant formula or definition. Students are

told 'air has weight'; thus, they are asked to verify it using experiments. They are said that the area of a rectangle is  $L \times B$ . Then, a few sums are solved before the students. The students apply these formulae to solve the problems, and they memorize them for future use. Thus, as the children accept the general statement, rules, and procedures without challenge, regardless of whether they are correct or incorrect or in harmony with outer reality, the approach is authoritative and not developmental.

- **Analytic Approach:**

Analysis means breaking up the problem at hand so that it ultimately gets connected with something obvious or already known to us. It is the process of unfolding the problem or conducting its operation to know its hidden aspects. We start with what we have to find out. Then, we think of further steps and possibilities that may connect the unknown with the known and lead us to the desired result. Thorndike says that the highest performance of the mind is analysis.

- **Synthetic Approach:**

It is the opposite of the analytic approach. Here, we proceed from known to unknown. Synthesis is to place together things that are apart. It begins with something already known and connects it with the strange part of the statement. It starts with the data available or known and connects them with the unknown. It is the process of putting together known bits of information to reach the point where unknown information becomes evident and true.

**Project Method:**

The project method is a significant landmark in the history of education methodology. It aligns with the current progress and fits comfortably with the other developments. This method originates from the American philosophers from the pragmatic school of philosophy. Dewey-the American philosopher, psychologist, and practical teacher, Pragmatism is a functional, experimental, instrumental, and utilitarian bias. The Project Method is a direct outcome of his philosophy. It is also a worthy expression of the practical genius of the American people- we must attribute to it something of the 'Life is real, Life is earnest philosophy of their best-known poet. In essence, however, it was methodology related to Dewey's school of thought.

**Characteristics of the Method:**

- The Project method embodies a new way of looking at the pupil and teaching him to live. The technique aims at introducing the child to get the best out of Life, not in the future, not when he is grown up, but here and now. "To the traditionalist, education is preparation for life; to Dewey, education is part of living and not a preparation for further living."
- It is an attempt to use experience, trust, and best master- and one whose lessons are unforgettable.
- The Project method aims to bring out what is in the child and allow him to develop himself. It will enable self-expression and allow one to relate the self to the community. It tries to make the school the best place the child knows.
- The experiments of the Project method want to reset the whole curriculum and break all barriers of subject matter. They will frame the core curriculum, where the chosen activity becomes the core, and all knowledge acquired becomes incidental.
- The Project method proposes not merely the abstract solving of a problem but the whole sequence of activities involved in a complete undertaking. It is just a problem. The situation has to be resolved, and the training is completed. The idea underlying the method was that children should develop their knowledge by trying out theories in the practical solution of problems in the course of which they would appreciate the principals involved. Fresh knowledge is to be acquired only due to the pupils' felt needs.

**Types of Projects:**

Projects may be of several types depending upon the nature of work undertaken. Dr. Kilpatrick has suggested the following types of projects:

- **Producer type:** Projects in which pupils are asked to do something like building a house or a garden, planning to execute a model of a textile factory, model gramophone, or even a toy, are called producer-type projects.
- **Consumer type:** Projects in which pupils get the experience and enjoy; they are engaged in consumer type. For instance, when the class is busy in the dramatic show of a scene or a debate, most students form the audience and are thus active in the consumer type of project.
- **Problem type:** Project, in which a solution to a problem is found. Sometimes, the activity may be so complex that the school cannot reconstruct the whole scene. This suggestion is given to the proper training, and the class's work is confined to finding suitable suggestions.
- **Drill type:** No new activity is undertaken, but an activity, once performed, is repeated to acquire more excellent skills. For instance, this type of project may be taken up to give a drill in singing or swimming.

Thus, the project involves all types of activities, mental and manipulative. Projects may be easy or complex depending on the activities involved and the children's development and levels of intelligence. Projects

may vary from imparting information to imparting skills. Projects may be play, story, excursion, or hand projects, but a particular activity's dominant purpose or emphasis will make it distinct from others.

**Conclusion:**

The method forms the most critical link in the teaching-learning chain. Teachers must be fully conversant with the different teaching methods to make the teaching interesting, vital, and living. Several ways can be used: Lecture Method, Project Method, Demonstration Method, Problem-solving Method, Inductive and deductive approach.

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