

## TYPES OF TEACHING METHODS

There are different types of teaching methods which can be categorised into three broad types. These are teacher-centred methods, learner-centred methods, content-focused methods and interactive/participative methods.

### (a) INSTRUCTOR/TEACHER CENTRED METHODS

Here the teacher casts himself/herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are expository or lecture methods - which require little or no involvement of learners in the teaching process. It is also for this lack of involvement of the learners in what they are taught, that such methods are called "closed-ended".

### (b) LEARNER-CENTRED METHODS

In learner-centred methods, the teacher/instructor is both a teacher and a learner at the same time. In the words of Lawrence Stenhouse, the teacher plays a dual role as a learner as well "so that in his classroom extends rather than constricts his intellectual horizons". The teacher also learns new things everyday which he/she didn't know in the process of teaching. The teacher, "becomes a resource rather than an authority". Examples of learner-centred methods are discussion method, discovery or inquiry based approach and the Hill's model of learning through discussion (LTD).

### (c) CONTENT-FOCUSED METHODS

In this category of methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important. A lot of emphasis is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content. An example of a method which subordinates the interests of the teacher and learners to the content is the programmed learning approach.

### (d) INTERACTIVE/PARTICIPATIVE METHODS

This fourth category borrows a bit from the three other methods without necessarily laying emphasis unduly on either the learner, content or teacher. These methods are driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation

of learners and the teacher. They require a participatory understanding of varied domains and factors.

In summary, three types of methods commonly used in instruction are: -

Teacher-centred methods

Learner centred methods

Content focused methods

Interactive/participative methods

## SPECIFIC TEACHING METHODS

A number of specific methods which can be drawn from in the course of classroom instruction.

It is however, important to note that the choice of any form of methods should not be arbitrary, but needs to be governed by the criteria we have already examined.

At the same time each method is not fool-proof, but has its own advantages and disadvantages.

That is why I would recommend the use of complementary methods rather than one method.

### 1. LECTURE METHOD

A lecture is an oral presentation of information by the instructor.

It is the method of relaying factual information which includes principles, concepts, ideas and all THEORETICAL KNOWLEDGE about a given topic.

In a lecture the instructor tells, explains, describes or relates whatever information the trainees are required to learn through listening and understanding.

It is therefore teacher-centred.

The instructor is very active, doing all the talking.

Trainees on the other hand are very inactive, doing all the listening.

Despite the popularity of lectures, the lack of active involvement of trainees limits its usefulness as a method of instruction.

The lecture method of instruction is recommended for trainees with very little knowledge or limited background knowledge on the topic.

It is also useful for presenting an organised body of new information to the learner.

To be effective in promoting learning, the lecture must involve some discussions and, question and answer period to allow trainees to be involved actively.

A formal or semi-formal discourse is which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships

1. To orient students.
2. To introduce a subject.
3. To give directions on procedures.
4. To present basic material.
5. To introduce a demonstration, discussion, or performance.
6. To illustrate application of rules, principles, or concepts.
7. To review, clarify, emphasise or summarise.

#### ADVANTAGES

1. Saves time.
2. Permits flexibility.
3. Requires less rigid space requirement.
4. Permits adaptability.
5. Permits versatility.
6. Permits better control over content and sequence.

#### DISADVANTAGES

1. Involves one-way communication.
2. Poses problems in skill teaching.
3. Encourages student passiveness.
4. Poses difficulty in gauging student reaction.
5. Require highly skilled instructors.

## QUALITIES OF A GOOD LECTURE

1. A good lecture should not be too long as to exceed the trainee's attention span (up to 25 minutes).
2. A good lecture should address a single theme.
3. In a good lecture technical terms are carefully explained.
4. Familiar examples and analogies are given.
5. A good lecture establishes fluency in technical content.
6. A good lecture uses illustrations and examples.
7. A good lecture builds on existing knowledge.
8. A good lecture employs a variety of approaches.

## 2. THE DISCUSSION METHOD

Discussion involves two-way communication between participants.

In the classroom situation an instructor and trainees all participate in discussion.

During discussion, the instructor spends some time listening while the trainees spend sometimes talking.

The discussion is, therefore, a more active learning experience for the trainees than the lecture.

A discussion is the means by which people share experiences, ideas and attitudes.

As it helps to foster trainee's involvement in what they are learning, it may contribute to desired attitudinal changes.

Discussion may be used in the classroom for the purpose of lesson development, making trainees apply what they have learnt or to monitor trainees learning by way of feedback.

## 2. THE DISCUSSION METHOD

A method in which group discussion techniques are used to reach instructional objectives.

1. To develop imaginative solutions to problems.
2. To stimulate thinking and interest and to secure student participation.
3. To emphasise main teaching points.
4. To supplement lectures, reading, or laboratory exercises.
5. To determine how well student understands concepts and principles.
6. To prepare students for application of theory of procedure.
7. To summarise, clarify points or review.

### ADVANTAGES

1. Increase students interest
2. Increases students acceptance and commitments.
3. Utilises student knowledge and experience.
4. Results in more permanent learning because of high degree of student participation.

### DISADVANTAGES

1. Require highly skilled instructor.
2. Requires preparation by student.
3. Limits content.
4. Consumes time.
5. Restricts size of groups.

### 3.a Deductive Method

A deductive approach to instruction is a more teacher-centred approach.

This means that the teacher gives the students a new concept, explains it, and then has the students practice using the concept, it is also called a deductive instruction.

The Deductive approach is teacher- dominated.

It begins with abstract rule, generalization, principle and ends with specific examples, and concrete details.

### Advantages of the Deductive Method

Coverage of a wider scope of subject matter – because our instruction is direct by starting the rule or the principle at the beginning of the class.

So, cover more subject matter over a period of time No bother on the part of the teacher to lead learners to the formulation of generalization or rule

### Disadvantages of the Deductive Method

It is not supportive of the principle that learning is an active process.

There is less involvement on the part of the learners.

Lesson appears uninteresting at first.

It begin the lesson with the abstract, with what the learners do not know so at the outset the lesson will look irrelevant and uninteresting

### 3.b. Inductive method

In contrast with the deductive method, inductive instruction makes use of student “noticing”. Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used.

The intent is for students to “notice”, by way of the examples, how the concept works, it is also called a inductive instruction.

The Inductive method is less teacher – directed than the Deductive method.

It begins with specific details, concrete data and examples and ends with generalization rule, or principle

### Advantages of the Inductive method

The learners are more engaged in the teaching – learning process.

With the facilitating skills, the learners formulate the generalization or rule.

Learning becomes more interesting at the outset because it begin with the experience of the students.

It helps the development of our learners’ higher-order thinking skills(HOTS).

To see patterns and analyze the same in order to arrive at generalization requires analytical thinking.

## Disadvantages of the Inductive method

It requires more time and so less subject matter will be covered.

It needs much to lead the students to the formulation of generalization.

It demands expert facilitating skills on the part of the teacher.

## 4. Story telling Method

Storytelling is a means for sharing and interpreting experiences.

Storytelling can be used as a method to teach ethics, values and cultural norms and differences.

Learning is most effective when it takes place in social environments that provide authentic social cues about how knowledge is to be applied.

Stories are a powerful means of language teaching. ...

Children usually enjoy hearing the same story many times. ...

we can tell the story using a picture book, or a flannel board and movable characters.

we can tell or read the story while children move puppets or dolls, or as they wear masks and act out the story.

Advantages:

By placing the story in fiction, he removes it from the political arena and allows readers to contemplate "what if" and draw their own conclusions

This has elements of a puzzle, and potentially piques the interest of people who would normally ignore politics, thus reaching a larger audience.

By placing a horrific turn of events within a fairy tale, Orwell draws a dark contrast between the ideal world and the reality (which is essentially his comment on communism--it offered an ideal world but turned dark)

The theme of the story is as important as the historical significance: the potential for well.

Limitations

(1) It usually encourages exaggerations of facts which create misconception and wrong ideas in the pupils.

(2) It sometimes minimizes the importance of personalities and shows even the historical characters as mythical and frivolous.

(3) The story-telling method is not found suitable for teaching history to the students of higher classes.

## 5. PROBLEM SOLVING METHOD

∅ 'How we think' reflects this approach

∅ In this method the learner is required to solve a problem, making use of his previous knowledge.

∅ According to Dewey 'the problem fixes the end of thought and the end controls the process of thinking'

### Criteria for problem selection

- The problem should be intellectually challenging to children.
- The problem should not be entirely unfamiliar to the learners it should be related to their previous experience
- The problem should be related to a basic human activity
- The problem should have practical relevance
- The problem should have the potential to create interest among in the specific problem in particular and problem solving in general

### MERITS

- a. It serves as a preparation for adult life
- b. It develops the power for critical thinking
- c. It makes pupil active recipient of knowledge
- d. It develops values of tolerance and open mindedness
- e. It helps for the easy assimilation of knowledge
- f. It helps to establish harmonious relations between teacher and pupils

### DEMERITS

- o This method will become monotonous if used too frequently
- o The problem solving method can easily lead to the selection of trivial and untimely topics
- o This is appropriate for developing cognitive competencies, but not for bringing about affective changes

## 6. PROJECT METHOD

Project method is based upon the ideas of the great American educationalist, Mr. John Dewey. The credit of developing these ideas into a method goes to Mr. William Kilpatrick. According to him 'A project is a whole hearted purposeful activity,proceeding in a social environment'

According to Stevenson : "A project is a problematic act carried to completion in its natural setting".

According to Dewey, Children should be given education to satisfy their needs of life and the school should function like a mini society in which and through the students would acquire education by engaging themselves in a variety of group projects nothing is forced upon children .The teacher acts only as a guide.

Steps in project method

1. Providing a situation
2. Choosing the project
3. Planning the project
4. Executing the project
5. Evaluation of the project

Merits

- Ø It gives freedom to children
- Ø It enable the children to learn from their own experience
- Ø It is free from the defects of the text book method
- Ø It is a natural method of acquiring knowledge
- Ø It gives training in social adjustment
- Ø It gives training in democratic way of living
- Ø It trains the children in solving problems
- Ø It helps the teacher to understand his pupils

Demerits

- Ø It hampers the completion of syllabus
- Ø There is a possibility of giving more importance to less importance
- Ø It may lead to unsystematic learning
- Ø It may lead to monopolization by some students
- Ø It may disturb the school working system

∅ It increases work load of teachers

∅ It is an expensive method

## 7. Source Method

Source method is that method of teaching in which original sources of information are used to explain a point or variety a fact or establish a principle or describe an event. This method involves activity on the parts of the teachers as well as pupils.

Source method can be used in the beginning of the lesson to motivate the pupils. While teaching the topic Mughal empire, he may show them the pictures of Red fort, Tajmahal or Juma masjid

This method can be used during the course of the lesson to develop it and correlate the facts events or principles involved in the lesson.

### Merits

- It develops a sense of vividness and reality
- It can satisfy the curiosity among children on the question
- The original sources serve as an effective means for creating a right type of atmosphere
- The use of sources provides certain useful mental exercises
- The method initiates the pupils in research
- It supplement classroom lesson
- It promotes the interest in the study of the subject
- It initiates the students in social studies research

### Demerits

- The method is too complex and technical
- It is not always possible for the teacher of school to have easy access to the sources
- Use of sources is not easy for the teachers and they are not trained in their use
- The source method of teaching social studies is time consuming
- The source method of teaching social studies is very expensive