

TEACHING METHODS FOR IMPROVING QUALITY OF EDUCATION

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ABSTRACT

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. It is the primary role of teachers to pass knowledge and information onto their students. Basically teaching must include two major components sending and receiving information. In Teacher Centered approach to learning, teachers are the main authority figure in this model. Students are viewed as "empty Vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. The art of teaching does not merely involve a simple transfer of knowledge from one to other. Instead, it is a complex process that facilitates and influences the process of learning. Quality of a teacher is estimated on how much the students understand from his/her teaching. The classrooms cannot be used as a learning platform for acquiring primary teaching skills.

KEYWORDS: Teaching Methods, Student centered Approach, Quality of Education.

INTRODUCTION

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. It is the primary role of teachers to pass knowledge and information onto their students. Basically teaching must include two major components sending and receiving information. The most important goal of education is improving the quality of teaching. There are several modern teaching methods that can be used in teaching and learning. These methods are focused on student's active work. Student-centered methods contain a great number of various instructional methods, for example project-based learning, problem-based learning, just-in-time teaching, and discussion methods. All these methods are inductive, based on constructivist approach. Constructivism was studied by Nezvalova (Nezvalova 2007a). In the constructivist approach the present instructive teaching practice is completed by chosen learning problems through creating adequate learning environment. It is necessary to know that knowing is not closed, it is forming – it constructs itself individually and in terms of social relationships. Learning is an active process, it realizes in multidimensional relationships. From this perspective the learning process is primarily the matter of construction, learning individuals enter as a co-creators of learning process (Nezvalova 2007b). Students construct their knowledge, activity and motivation is important.

QUALITY OF EDUCATION

Quality education requires well-educated and trained teachers. Those countries that have to expand the most rapidly to meet EFA targets also tend to have the greatest shortage in teachers. As a region, Sub-Saharan Africa faces the greatest challenge. In response, large-scale distance education programmes for unqualified and under qualified teachers are being initiated across Africa. However, evidence of their effectiveness is yet to emerge. An initiative to tackle teacher deployment initiative in Parkistan that has potential to go to scale in analysed. Teachers and learners need resources such as textbooks. The evidence from large-scale school effectiveness studies on the importance of textbooks and other resources is reviewed. The potential of ICTs to improve teaching and learning is explored through an analysis of the Enlaces project in Chile. It is argued that the three way relationship between learner, teacher and materials lies at the heart of the education quality and that all examples of successful initiatives described in the paper injected materials carefully designed to meet learners' needs in their particular environments and related training for teachers.

METHODS OF INSTRUCTION

PROJECT-BASED METHOD

Project-Based Learning (PBL) – the most common method. It is an instructional methodology in which students learn important skills by doing actual projects. The acquisition and structuring of knowledge in PBL is thought to work through the following cognitive effects:

- initial analysis of the problem and activation of prior knowledge through small-group discussion,
- elaboration on prior knowledge and active processing of new information,
- restructuring of knowledge, construction of a semantic network,
- social knowledge construction,
- Learning in context.

PROBLEM-BASED METHOD

Problem Based learning is often referred to as a form of inquiry-based learning (IBL), which describes an environment in which learning is driven by a process of inquiry owned by the student. The problem can be presented in various forms – question, task, experiment.

CONSENSUS DECISION-MAKING

Consensus is a group decision - making process, the resolution is the general agreement. We can find a simple structure of each consensus process:

- discussion of the item - getting information about the topic and identifying opinions,
- formation of a proposal,
- call for consensus,
- identification and addressing of concerns,
- Modification of the proposal.

The teacher plays various roles – the teacher is a facilitator, a timekeeper, a vibe watch (he is monitoring the emotional climate), a note taker.

BRAINSTORMING

Brainstorming is a group creativity technique designed to generate a large number of ideas for the

solution of a problem. In 1953 the method was popularized by Alex Faickney Osborn in a book called Applied Imagination. Osborn proposed that groups could double their creative output with brainstorming. The most important outcome of brainstorming is improving team work.

MIND MAP

Mind maps help avoid linearly thinking, the problems are solved more creatively. You can use a sheet of paper, the central idea is written in the middle of the paper. Then you can add new ideas using words, combine them, and add a structure. It is a visual method, there are a lot of possibilities, how to create a mind map. Later on you can modify the information.

HEURISTIC METHODOLOGY

The heuristic method of learning is based on learning by discovering, on constructivism and on active interaction of teachers and pupils. An outcome based on the heuristic Method, in the Czech Republic very popular, are the activities of young debrouillards.

THE EFFECTIVENESS OF LECTURES WITH INTERACTIVE ACTIVITIES

Interactive methods mentioned above were used as teaching methods in physics teaching at high schools in Olomouc and Skuteč (Czech Republic). Methodology materials for teachers and worksheets for students were prepared by the pre-service teacher and our research team. Recommended methods were attached to the materials.

SPACE LEARNING

Spaced Learning is a learning method in which the condensed learning content is repeated three times, with two 10-minute breaks during which activities such as physical activities are performed by the students – I think, that PE and lessons can be combined.

Spaced learning involves encouraging students to quickly switch through activities. For example, providing ten minutes of knowledge on the nervous system with a PowerPoint presentation and then having 15 minutes of basketball would be the way to get the better grades.

FLEXIBLE FRIDAYS

Sometimes conventional lesson blocks just don't work as every student is different and they all have their problematic subjects. The concept of Flexible Fridays is that an in-depth session of a subject can be acquired by simply having a whole day of mathematics or some other subject. At Flexible Friday's lessons a teacher try to help each student to study and learn what is the most difficult for him/her personally.

Teachers are also able to aid students by simply having fast-track weeks. Having a whole week of mathematics or English can help students to get through the subjects in a shorter amount of time. It's good news for teachers and students alike because even though a lesson lasts an hour it could actually lose up to 25 percent of its designated time.

ENGAGEMENT

Under a new teaching method called "engagement" students are urged to engage with the real world, analyse everything that happens in different life spheres (not only internship but also economical, business, social spheres, etc.). Instead of conventional teaching methods, students were taken to visit local businesses where they were able to witness how the knowledge that they were learning applied to the real world.

CREATIVE TEACHING

Take the help of creative tools to stimulate creativity. Include playful games or forms of visual exercises that will excite the young minds and capture their interest. This is a time tested method to identify young student's creative abilities and encourage creative contributions. Bring aspects of creativity into all your subjects, be it mathematics, science, or history. Think of ways to develop their creative ideas. Encourage different ideas, give them freedom to explore

COMPUTER BASED METHOD

Incorporate audio-visual materials in your sessions. Supplement textbooks with models, filmstrips, movies and pictorial material. Use info graphics or other mind mapping and brain mapping tools that will help their imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better.

CLASSES OUTSIDE THE CLASSROOM

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. The children will find this fresh and exciting and will learn and remember the things taught faster.

ROLE PLAY

Teaching through role play is a great way to make children step out of their comfort zone and develop their interpersonal skills. This method comes in handy, especially when you are teaching literature, history or current events. The role playing approach will help the student understand how the academic material will be relevant to his everyday tasks.

STORYBOARD TEACHING

Storyboarding is a great way to teach any subject which requires step-by-step memorization or visualization highly-conceptual ideas. History teachers can use a storyboard to recreate a famous event. Such visually stimulating activity will ensure that even complex ideas are easily put across to students. You can also encourage the use of storyboards as a form of communication and let the students tell a story in pictures using their imagination.

PUZZLES AND GAMES

Learning is fun where puzzles and games are part of education. Children may not feel they're learning when their lessons are introduced through games. Puzzles and games help children to think creatively and face challenges.

INTRODUCE LESSONS LIKE A STORY

Just think, why do you watch movies with much interest? You like to watch movies because there is always an interesting story to keep you engaged. Like that, learning sessions become more interesting when you introduce it like a story. If you are creative even math lessons can be related to interesting stories.

With even the Knowledge and Human Development Authority (**KHDA**) emphasizing on schools to take measures for improving the quality of teaching and learning, these innovative ideas are sure to make teaching methods more effective.

- **Lecturing**

The lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. The lecture method is convenient for the institution and cost-efficient, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that he or she feels is most important, according to the lesson plan.

- **Demonstrating**

Demonstrating is the process of teaching through examples or experiments. For example, a science teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning.

Demonstrations are similar to written storytelling and examples in that they allow students to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatable.

- **Collaborating**

Collaboration allows students to actively participate in the learning process by talking with each other and listening to others opinions. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities.

DISCUSSION METHOD

The most common type of collaborative method of teaching in a class is classroom discussion. It is the also a democratic way of handling a class, where each student is given equal opportunity to interact and put forth their views. A discussion taking place in a classroom can be either facilitated by a teacher or by a student. A discussion could also follow a presentation or a demonstration. Class discussions can enhance student understanding, add context to academic content, broaden student perspectives, highlight opposing viewpoints, reinforce knowledge, build confidence, and support community in learning.

ACTIVITY METHOD

A general teaching method (e.g., problem solving, design challenge, field trips, role playing) based on planned, purposeful involvement of students.

MODULE

A module is a self-contained and comprehensive instructional package, meaning that basically everything that the student needs is in the module. A form of individualized instruction whereby students use a self-contained package of learning activities that guides them to know or to be able to do something. Students might be given a module containing activities intended to help them understand good nutrition.

DEBATE

A form of Discussion whereby a few students present and contest varying points of view with regard to an issue. For example, students could take different positions and debate an issue: "Should rights

to free speech on the internet be extended to students in school."

CONCLUSION

Traditional Teaching methods are not effective. The goal of the initiative is to apply new methods based on the constructivist learning theory. Interactive teaching methods can help us for understanding. But it is necessary to change the role and position of the teacher in the classroom. The learning and teaching process is more effective, when students can construct their knowledge by their own.

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