



As A Teacher Maxims Of Teaching In Different Strategies In Teacher Education

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Abstract

The reality is that the teaching is an art and to acquire efficiency in this art the teacher need two things I). The complete knowledge of the subject matter II).The scientific knowledge of the teaching styles for discrimination the knowledge to the people.

Maxims of teaching have been discovered, not invented. They are simply statements the way in which teaching and learning go forward. They ensure efficient and effective teaching.

Instruction process developments its attention to only one dimension of instruction, teaching strategy. Teaching strategy defined as patterns of behaviour, described in activity sequences. They are six major types of teaching strategies (1) Advance organizer, (2) Concept attainment, (3) cognitive development, (4) Contingency management, (5) Self-management, (6) basic practice strategy. These six strategies are the most well noted and most widely used in classroom.

KEY WORDS: Maxims, Strategies, Cognitive Development Strategy

MEANING OF EDUCATION:

Education has been recognized as fundamental right and it is viewed as a process of human resource development where the knowledge, Skills and capabilities are

Sharpened to achieve a wide range of objectives. In a democracy, education can be used for giving training in good citizenship. It can produce leaders in different walks of life. Education is the process by which an individual is enable to function according to the Expectations of the society as well as according to his/her capabilities.

“The education system must make its contribution to the development of habits, Attitude and qualities of character which will enable the citizen to bear worthy by

Responsibilities democratic citizenship”. -Education commission 1964.

Education is a purposeful conscious or unconscious deliberate or spontaneous, Psychological, sociological, scientific and philosophical process which brings about the all round development of the individual to its fullest extent in the best of his social Interests in such a way that he enjoys maximum happiness and prosperity.

MEANING OF TEACHER EDUCATION:

According to Monroe encyclopaedia of educational research “Teacher education refers to the totality of educational inputs which contribute to the preparation of a person for a teaching position in school”. But the term is more commonly employed to designate the programmes of courses and other experiences offered by an educational institution for the announced purpose of preparing persons for teaching and other educational services.

W.S. Kilpatrick, the famous American educationist once remarked, “One trains a circus performance and animals, but one educates the teachers”, consequent the new term “Teacher education” has been adopted replacing the term ‘teacher training’.

Teacher education is not mere pedagogy or acquisition of a training qualification. It is preparation of persons for family, for society and for the country. It is nurturing of creativity, inculcation of commitment and generation of a strong will to contribute at the highest level of efficiency through value based approach. Teacher education is a process of unearthing the treasure within every teacher and subsequently within every learner in each and every learning centre. It is the process which makes the individuals realize the magnitude and potentialities which, if nurtured and inculcated in the right direction, could make significant contribution to the identified sectors.

NEED AND SIGNIFICANCE OF TEACHER EDUCATION:

Teacher education is needed for kindling the intuitive of the teacher, for keeping it alive, for removing the evils or ‘hit and miss ‘ process, for according a process, for according a process, for according a professional status to the teaching profession and above all for making the optimum use of time and energy of the teacher and taught.

The Education Commission (1966-66) observed “a sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions”.

NPE’86 calls for the overhaul of teacher education becomes a core condition to ensure high proficiency and quality school education. In other words effective school education anticipates defective’s teacher education.

EFFECTIVE TEACHER EDUCATION:

Education is a process of human enlightenment and empowerment for the achievement of a better and high quality of life. A sound and effective system of education results in the enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interest, attitudes and value.

Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalisation of elementary education with an explicit aim of providing 'Quality Education for all'. They have also recognized the significance of secondary education, gradually reaching to reaching to a near universalistic level and simultaneously improving its quality for effective empowerment of as many more learners as possible in order to achieve advancements in socio-economic and other domains of life. School education can be provided in the present times to practically all members of the society and therefore, its quality and efficiency assume special significance within the larger framework of personal, social and national development.

In this context, effective teacher education has crucial role. In fact. It becomes a core condition to ensure high proficiency and quality of school education. In other words, effective school education anticipates effective teacher education.

INSTRUCTION PROCESS – STRATEGIES IN TEACHING

Instruction process developments its attention to only one dimension of instruction, teaching strategy. Teaching strategy defined as patterns of behaviour, described in activity sequences. They are six major types of teaching strategies (1) Advance organizer, (2) Concept attainment, (3) cognitive development, (4) Contingency management, (5) Self management, (6) basic practice strategy. These six strategies are the most well noted and most widely used in classroom.

Joyce and well (1980) organized the alternative models of teaching into four groups. 1. Information 2. Personal, 3. Social interaction, 4. Behavioural. Information proceeding models address the ways students can improve their ability to mastery information. It concerned with intellectual functioning the personal strategy address development of unique, individual realities with attention to development of emotional life. Social interaction models emphasise the relationship to society or to other person. Finally, the behavioural strategies share a common theoretical base variously referred to as learning theory. The models address a wide variety of goals cognitive, affective and social.

Of the strategies reviewed three belongs to information processing and three com from behavioural strategies.

INFORMATION PROCESSING STRATEGIES

We have three strategies that are based on theoretical approaches to information processing i.e., advance organizer, concept attainment and cognitive development.

Advance Organizer Strategy: According to Asubel's theory of meaningful verbal learning, advance organizers are introduced in advance of new learning tasks and formulated so that take into

account ideas and concepts already existing in the cognitive structure of learners in order to facilitate the assimilation of meaningful learning.

Mayer (1979) maintained that advance organizers generally have five characteristics investigating in the 1970s were clearly indicates that advance organizer facilitate learning, retention and transfer. According to Koziow and white (1980) advance organizer show greater facilitative effect when audio-visual aids are used. Advance organizer is likely to have an inhabiting effect on affect and student thinking.

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Concept attainment strategy: concept is the key builder's blocks for the structure of knowledge. A concept is assumed to be a set of specific objects, symbols or events which share common characteristics. All concepts possess at least four components, attributes, examples, definition and hierarchical relations.

A good deal of research on concept attainment is useful in helping in construct concept attainment teaching strategies. The focuses instruction in concept attainment can facilitate learning and retention of concepts in a dramatic fashion (Mc Murry et al., 1977). To promote concept attainment four following heading are useful.

1. **Examples:** Selection examples through an instance probability analysis (Mc Marry et al., 1977) using both examples and non examples (Tennyson Park, 1980) providing rational set (Klasus Meier, 1977).
2. **Definition:** Stating the definition in terms of the relevant attribution of the concept (Klausmeier and Feldman, 1975) presenting the concept definition before presenting the Examples and non examples (Tennyson and Park, 1980).
3. **Definition plus Examples:** Using combined set of rational sets and concept definitions. (Klausmeier and Feldman, 1975).
4. **Relating teaching strategies:** Teaching strategies strengthen for distinguishing between examples and non-examples of a concept (Klausmeier and Feldman, 1975). Actively involving students and providing students feed back on a regular basis (Tennyson,1980).

Bruner (1977) identified regularities in students decision making processes that be labled thinking strategies. According to Bruner five factors that effect concept attainment behaviour are (1) Definition of task, (2) Nature of instances encountered, (3) Nature of validation, (4) Anticipated consequences of categorizing, (5) Nature of imposed restrictions,

An actual concept attainment teaching strategy would have the four phase of activity : (1) teacher presentation of the data in labelled examples of the concept in rational set, (2) students identification of concepts, (3) students work to reinforce their understanding of new concept and activities design to help students reinforce.

COGNITIVE DEVELOPMENT STRATEGY

According to Piaget (1968) mental development of best explained as a process of equilibrium, Equilibrium interns consisting of two completion aspects functioning and strategies. Piaget work in cognitive development flow of four principles of learning studied by Mc Nally (1977). The first is that the children should construct their own learning. The first is that the children should construct their own learning. The seems related principle in that education would be child-centered the principle is that education should be individualized: the forth principle is that social interaction should play a significant role in the classroom.

The teacher working with cognitive development strategy performs in four separate but interrelated roles (1) developer of the learning environment, (2) diagnosticians and student development, (3) creates of cognitive conflict and facilitation in helping students achieve equilibrium after the introduction of such conflict and (4) promoter of social interaction. The idea is to create situations that encourage children to design their own stage-appropriate learning experiments (Mc Nally 1977). As facilitator the teacher primarily concerned with developing an environment characteristics by warmth, respect tolerance, and equality (Jensen, 1977). In the role as assessor of student thinking the teacher is to develop a kind of intellectual empathy with the learner Rogers (1969).

BEHAVIOURAL STRATEGIES

Behavioural strategies refer to array of approaches that are based upon psychological principles of learning aimed at changing human behaviour. Behavioural strategies have been successful in (1) promoting a wide range of academic behaviour from basic skills to creative willing, (2) creating desirable social behaviour, (3) eliminating self defeating thought processes and establishing self control, (4) attiring public behaviour and reducing anxiety.

CONTINGENCY MANAGEMENT STRATEGY

This strategy emphasizes there are of rewarding and punishing consequences, is probability the most well-known array educators and widely used. Contingency management refers to the systematic control of reinforcement stimuli such that reinforce is presented at select time and only when the desired response appear. Based on the O percent principle that behavior is influenced by the consequences that follows this strategy has been applied to an enormous range of behavior including allegation of both social and antisocial behaviors.

SELF MANAGEMENT STRATEGY

The principles of stimulus a control and reinforcement utilized are the operation principles in the self management strategy. In self management, the emphases is on students teacher way of changing their own behaviour, philosophically, independent behaviour is values is our culture, and the intrinsic and continuing motivation to learn are espoused as important educational outcomes. Thus self management techniques are seen as a means of freeing students from dependents or external reinforcement and as promoting a sense of personal control over learning (Thomas, 1980), Kanfer (1970) proposed these component of self regulation (1) self monitoring (2) self evaluation (3) self reinforcement. Self regulation model include the process of deliberately giving attention to own behaviour compares to information gathered. Self management applications consists four components (1) self assessment (2) self recording, (3) self determination and reinforcement (4) self administration of reinforcement.

Self instruction defers as a verbal as a verbal statements to oneself which prompt, director maintain behaviour. The research literature also requests that self management more readily matches the personality style of students having an internal locus of control, however because they may promote a sense of internal control

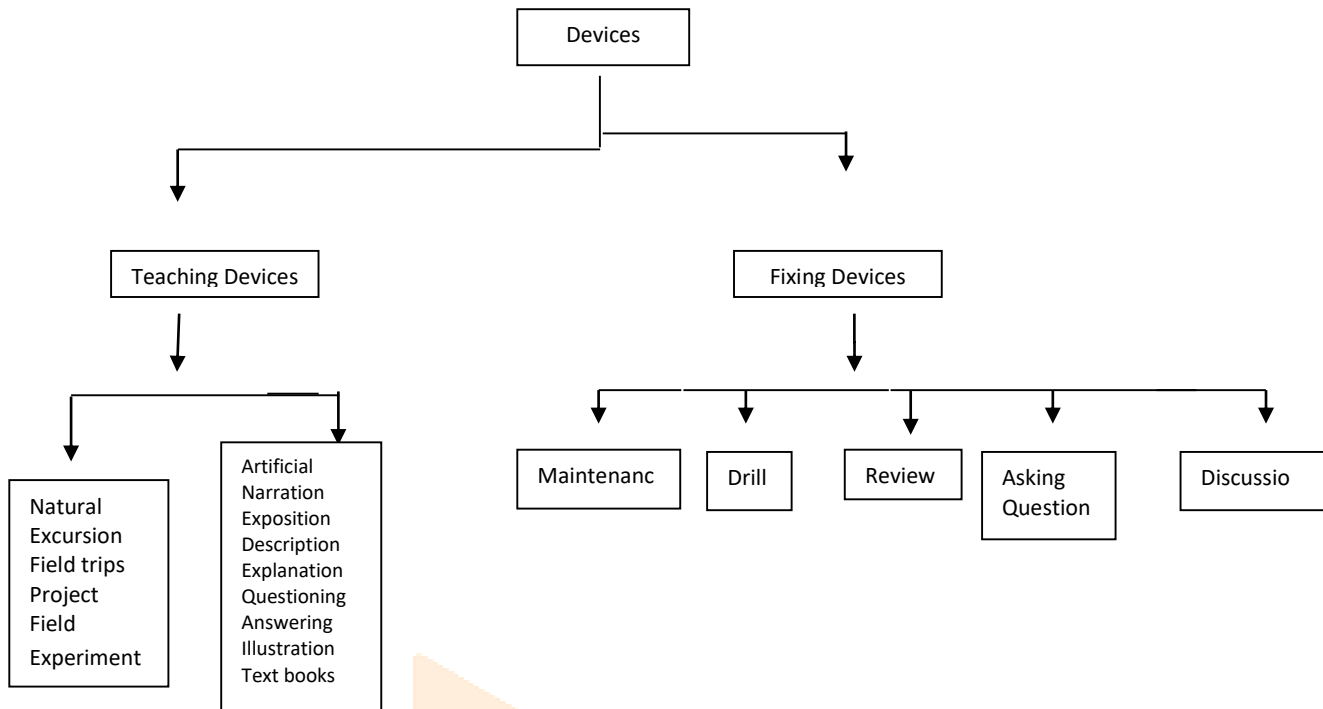
BASIC PRACTICING STRATEGY

The basic practicing strategy also known as direct instruction; the strategy appears to be a highly effective strategy for promoting lower level achievement, knowledge of facts and concepts. There are three basic types of structuring (1) Structuring at beginning of the lesson i.e. organizing learning materials in advance, providing clear directions about activities and materials they will use, discussion of objectives of the lesson and provide overview of the lesson.

➤ TEACHING AND ITS DEVISES

Good teaching demands skill in the some basic elements of good teaching. Just as medicine, once a matter of pills and potions has become a tremendous tangle of symptoms and specifics, so teaching has become complicated by the increasingly intricate phrases of human personality and society whereas this true of all teaching. It is truer as for as teaching children in the school is concerned, here the teacher deals with the best of humanity, the young, the more easily pleased less sophisticated and as yet less disillusioned than the old. In the schools, teaching provides to the teacher an opportunity for doing something creative, that is, for molding personalities and minds. The topic 'some of the aspects of good teaching' indicate some of the principles of good teaching which should be borne in mind by the teacher while he is dealing with children. Since the goal of teaching is desirable learning, the quality of teaching can be tested only in terms of the quality of learning to which it leads.

Devices may be dividing into two categories (1) Teaching devices and (2) Fixing devices.



MAXIMS OF TEACHING

A teacher said to be a failure if he is unable to distribute the knowledge to the pupils even though he has abilities, merits, and mastery of the subject. The reality is that the teaching is an art and to acquire efficiency in this art the teacher need two things

1. The complete knowledge of the subject matter
2. The scientific knowledge of the teaching styles for discrimination the knowledge to the people.

Maxims of teaching have been discovered, not invented. They are simply statements the way in which teaching and learning go forward. They ensure efficient and effective teaching.

Some important maxims of teaching

- 1 **Simple to complex (easy to hard):** The maxim means the teaching of simple to the people first and then the complex contents should be taught afterwards.
- 2 **From known to unknown :** The meaning of from known to unknown is that the basis of the pupils new knowledge should be his previous knowledge
- 3 **From seen t unseen :** The meaning of the maxim is that the pupils should be made aware of those things which are at perceptual before them first and then those things should be presented which don't exist before them
- 4 **From concrete to abstract :** The maxim means the teacher present concrete Objects first i.e. models, pictures, real objects etc., and after words he gains micro words for them.

5. **From particular to general:** This maxim means that the specific examples should be presented before the pupils first and then the general levels derived from those Specific examples.
6. **From whole to part :** According to Gestalt psychology we gave knowledge about the whole first and then about the parts.
7. **From Indefinite to definite:** As the people grows his sensory organs develop and giving knowledge regarding different objects, these concepts generally vague, unclear and uncertain, the teacher provide certainly to the uncertain knowledge using concrete objects and examples.
8. **From psychological to logical:** This maxim says that subject should be presented according to the age, ability interest of the pupil. In lower classes we should teach according to this maxim. The logical order must be adopted in higher classes.
9. **From empirical to rational:** The empirical knowledge is that what a pupil gains though his own observation. The maxims means to make the pupil's empirical knowledge more rational so that is because valid and definite.
10. **From analysis to synthesis :** Analysis means to divide a problem into components which on assembling them man solve problem synthesis means to understand by connecting the knowledge acquired from living components of a problem.
11. **Follow nature:** Education of a pupil according to his physical and mental development i.e., nature.
12. **Training and sense:** Training to the sense organs of the pupil properly, the pupil will from concepts of each object correctly in his mind.

CONCLUSION

The teachers especially want to success in the teaching task its complete knowledge is essential for those Unmitigated reprimands may be perceived as an expression of the teacher's claim to power and can lead to confrontations. Reprimands and punishment are more likely to suppress unwanted behaviour if they Interrupt the behaviour as early as possible; Are consistency applied and enforced threats should be backed up. Are sufficiently disagreeable to discourage future misbehaviour. Deal with the offence rather than the offender. Do not personalize reprimands. There is an alternative, legitimate way for the pupil to achieve the same goal.

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