

THE BRIEF ANALYSIS OF TEACHING METHODS OF SOCIAL SCIENCE SUBJECT AT SECONDARY LEVEL SCHOOLS

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ABSTRACT: Knowledge of Social Science is important because there is Social Science in everything. Social sciences play a fundamental and huge part in enhancing the personal satisfaction since more than any branch of study, they are about everyday life of individuals. They bring together those who wish to know more about people and the social forces which shape and determine their lives. Social sciences open up a whole host of alternative perspectives about society in social arrangements that exist today and have done so in the past. It provides an important basis for international relations, peace, prosperity and overall global development. A teacher has to make use of various kinds of methods, devices and techniques of teaching. An educator needs to make utilization of an appropriate method for making his instructing significant, intentional, interesting and effective also. A good method of teaching can bring out good results even from a weak curriculum. On the other hand a bad method of teaching can make a mess of a good curriculum. In this manner, it can properly be said that achievement or disappointment of educating relies upon its techniques. The methods of teaching should be according to the needs and interests of learners. This paper is more helpful to analyze the teaching methods of social science subject.

Keywords: Education, Teacher, Social Science, Secondary level

INTRODUCTION

Social Science is compulsory for Forms One - Three as Integrated Social Science in all secondary schools in India. However in some schools at the senior years, it as an optional subject(s). Students are underperforming in Social Science which may be the result of how it is taught in school resulting heightened the disconnection in Social Science courses taught by traditional teaching methods. This study aims to provide teachers with a student-centered approach which would make Social Science interest and relevant to the students so as to improve the students' academic performance. The use of group work permits the teacher to be the guide at the side and makes the students responsible for own learning. There would be increase teacher interaction with students.

A simple change to students centered approaches can turn around student's academic performance and interest and aid students to identifying the relevant to Social Science to their daily activities. This study focus on increasing interest and changing perception, so as to increase student's enrollment to Social Science classes. The best teaching method must be satisfied the following characteristics are,

- It should afford a collection of associated experiences and activities, arranged on a single as well as group basis.
- It should provide scope for the creative expression of the kid's uniqueness.
- It should move a huge range of attention in the minds of the students.
- It should move importance from verbalism and memorization to education through purposeful, concrete and realistic circumstances.
- It should train up the students in the practices of self-study and the methods of acquiring knowledge through personal effort or perception.
- It should stimulate the desire for additional learning and explorations.
- It should wake an interest in the resources and techniques used by social scientists.

LITERATURE REVIEW

Collaborative learning allows active exchange of ideas within small groups which not only increases interest among students but also promotes critical thinking. Collaborative learning is active learning as students are integrating new material with what they already know. Johnson and Johnson (1986) found that their cooperative teams retain information longer, more stratified with their classes than students who work individually. Traditional teaching methods have encouraged students to work individually, to be competitive and not to share. In collaborative learning strategies, each student is responsible for their learning and involvement in the task at some level in order for the group to be successful (Gokhale, 1995). Students are dependent on each member of the group and are encouraged to pool their talents together for the benefit of the group.

Sharing and working as a group to solve problems help build self-efficacy. Students bring to the group multiple perspectives based on their background, experiences and learning styles. It enriches the lesson. Some students because these are accustom with a teacher centered approach of chalk and talk may reject this method (Cooper, 1990). Students who are accustom to being spoon fed and may find this method difficult and offer some resistance. They may see this method as the teacher is not doing her job. Some students may have had bad experience with group work and as such resent this method. The group dynamic must be properly though out to reduce conflict. Therefore, the teacher needs to be very patient as this method is new to teacher and students (Cooper, 1990).

MATERIALS AND METHODS

- i. Source method
- ii. Supervised learning method

- iii. Dramatic method
- iv. Action play
- v. Lecturing method
- vi. Risk rectifying method
- vii. Project method

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 educating the point Mugalempire, he may demonstrate to them the photos of Red stronghold, 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.

SUPERVISED LEARNING METHOD

Arthur C Binning and David H Binning depict that "by administered ponder we mean the supervision by the educator of a gathering or class of students as they work at their work area or around their tables". The instructor is constantly prepared to direct and help them, regulated examination accentuation singular consideration, managed ponder accentuation singular consideration, give better understudy educator connection, improvement of aptitudes.

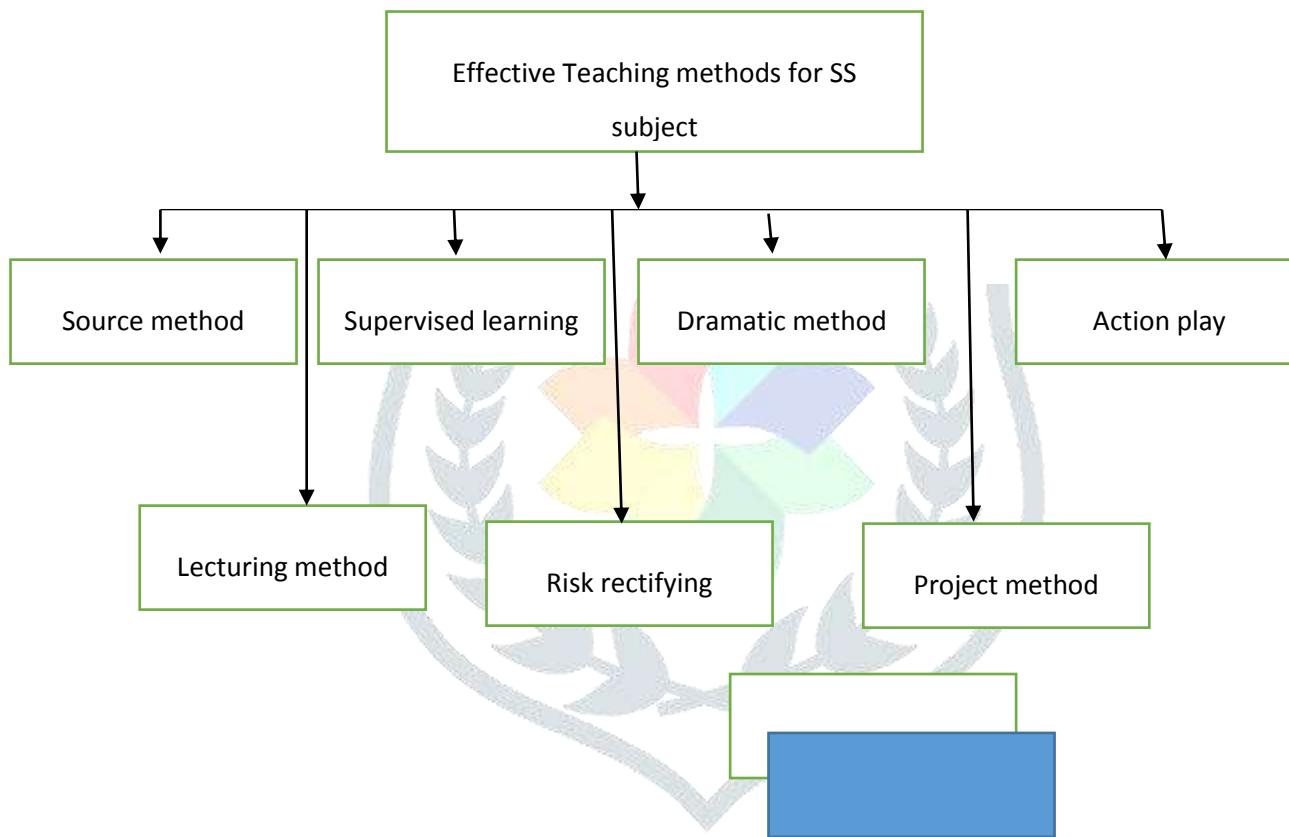


Figure 1: Representation of effective teaching methods for SocialScience subject

DRAMATIC METHOD

Dramatization has been depicted as a 'manufactured craftsmanship', including the purposive co-appointment and control of the sensitive organs of discourse and muscles of the body joined with a feeling of cadence, with a view to free and shrewd articulation of feelings and thoughts. Drama has its awesome social esteem. It is a co-agent venture and builds up the characteristics of co-operation and social comprehension. There are numerous exercises in a drama, and all things considered understudies of assorted aptitudes inspire opportunity to pick things for which they are most appropriate and fulfill their desires, e.g.: self-articulation through the different exercises of a drama.

ACTION PLAY

Action playing can be defined as an attempt to make a situation clear or to solve a problem by uncharged dramatization. It is the dramatization of an event or a situation or a process. Action playing is dealing with problem through actions. An Action is a spotted sequence of emotion words and movements.

Purpose of Action playing

- To inspire or launch units
- To terminate units
- To alteration of attitudes
- To explain values
- To teach content having to do with social relationship
- To grow citizenship skill by showing both the successful and unsuccessful methods

LECTURING METHOD

It "simply means teaching through lecture". Teacher explains the matter in simple and understandable manner. The technique is especially utilized as a part of the secondary classes or more. This technique can be utilized to spur understudies, to clear up, to survey and to grow substance. Lecture technique is for granting valid, methodical and powerful data about a few occasions and patterns. It gives the understudies preparing in tuning in. It grows great group of onlooker's propensities. It gives chances of associating occasions and subjects. It empowers the linkage of past information with the better and brighter one.

RISK RECTIFYING METHOD

'How we think' mirrors this approach. In this technique the student is required to tackle a problem, making utilization of his past information. As indicated by Dewey 'the problem settles the finish of thought and the end controls the way toward considering'.

Criteria for Risk selection

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

PROJECT METHOD

Project technique depends on the thoughts of the immense American educationalist, Mr. John Dewey. The credit of forming these thoughts into a technique goes to Mr. William Kilpatrick. As per him 'A project is an entire hearted intentional movement, continuing in a social situation'. As indicated by Stevenson: "A project is a problematic demonstration conveyed to finishing in its regular setting". As indicated by Dewey, Children ought to be offered training to fulfill their necessities of life and the school should work like a smaller than normal society in which and through the understudies would get instruction by connecting with themselves in an assortment of gathering projects nothing is constrained upon youngsters .The educator demonstrations just as a guide.

Steps in project method

1. Provided that a situation
2. Selecting the project
3. Preparation of the project
4. Executing the project
5. Valuation of the project

CONCLUSION

Social sciences open up a whole host of alternative perspectives about society in social arrangements that exist today and have done so in the past. It provides an important basis for international relations, peace, prosperity and overall global development. A teacher has to make use of various kinds of methods, devices and techniques of teaching. An educator needs to make utilization of an appropriate method for making his instructing significant, intentional, interesting and effective also. A good method of teaching can bring out good results even from a weak curriculum. On the other hand a bad method of teaching can make a mess of a good curriculum. From the above analysis we can easily get the short understanding about the teaching methods of secondary level social science subject.

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