



TEACHING METHODS AND STRATEGIES

Dr. Sanghamitra Roy

Professor

Eastern Dooars B.Ed Training College
Bhatibari, Alipurduar

ABSTRACT

Teaching is an art form. Teachers always think about what works best for his students. They can learn about different ways students learn and adapt their teaching styles accordingly. Teaching methods and teaching strategies are two terms that describe the different approaches to teaching. Methods and strategies are two different terms but both are important to make a class full. Method is a process and a procedure while a strategy is a goal and a set of actions. Teaching and learning are considered the opposite sides of a coin. There is a difference between teaching methods and teaching strategies. Teachers should always try to understand their students' needs and provide them with the best possible learning environment there are many different ways of teaching and learning and each has advantages and disadvantages.

Key Words: - Teaching method, Teaching Strategy, Teaching style, Teaching Goal

Teaching strategies

Introduction: Despite being the same teaching method differs from teaching strategies. While teaching method is limited to the presentation of the subject matter inside a classroom situation, teaching strategy is the achieving of some objectives through any method of teaching. Thus, it can be said that teaching strategy is the combination of several methods of teaching which focuses on teaching as an art. It won't be wrong to say that if teaching method is based on the classical theory of human organisation, teaching strategy may be considered as the modern theory of human organisation. In educational technology, teaching strategy is given more priority than teaching method.

Teaching strategy and its types:

Teaching strategy may be classified under two broad divisions: –

- a) Autocratic Teaching Strategy
- b) Democratic Teaching Strategy

a) **Autocratic Teaching Strategy:** - The other name for autocratic teaching strategy is teacher centred method where a teacher exercises full control over students and they are given the least chance to act freely in the class. Several teaching methods come under autocratic teaching strategy like story telling method, textbook method, lecture method, demonstration method, tutorial method, etc.

1. Story telling method: With an objective to develop the qualities of perseverance, honesty, truthfulness, courage, cooperation, humbleness and creativity among the students, the teachers relate to his students some real story or anecdotes about great men who might be prophets or artists or scientists or social reformers, etc. The teacher uses his skill of communication tact for presenting the story before his students in such a manner that he attracts the complete attention of his students towards the story for a time being.

This method has been proved to be advantages enough as through this method not only the interest of the students towards the lesson is increased, but also improves the stock of vocabulary of pupils. The students also find it quite easy platform to understand a lesson. Good qualities manners and etiquettes can be developed in students through the story telling method by removing the dullness of the environment.

2. Text book method: The teacher, while imparting lessons through this method, reads out loudly the textbook along with explaining the difficult and necessary points inside the lesson. To develop the reading skill of the students, the teacher sometimes asks them to read the chapters helping in rectifying their pronunciations. Through this method the students can be enabled to get mastery over the textual matter. As text books are prepared keeping in view the different specific needs and interests of the students, several merits of this method can be felt in fulfilling the needs of the students. As the presentation of the facts and information in a textbook is both logical and systematic, the students learn the application of subject matter through the exercises for revision provided at the end of each lesson. Thus, the comprehension abilities and skills are developed among the students and through this method the students come to know the way of presentation of any subject matter. But, the teacher must be very competent while using this method of teaching or else, it may prove to be the most abused method.

3. Lecture method: Being one of the oldest methods of teaching, the lecture method allows a teacher to deliver lectures on different topics along with asking several questions to the students. For a lecture method the teacher has to come fully prepared inside a class and also the teacher lays much stress on the logical and the sequential presentation of his content during the period of delivering his lecture. The four main objectives of this method are acquisition of information, promotion of thought, change in attitude and reinforcing accepted values. For making a lecture and effective one, the components like planning, presentation and evaluation should be handled properly. The lecture session in this method should include the planning before the lecture, during the lecture session and assessment at the end of the session, followed by planning for next lectures.

There are several major types of lectures like formal oral essay, expository lectures, provocative lectures, illustrated lectures, lecture demonstration, lecture discussion and lecture-cum-Buzz session.

The formal oral essay is a lightly constructed highly polished kind of lecture presenting information primarily to support a summative point of conclusion. It has a large body of knowledge, theories, research studies and arguments that support conclusion. The most common type of lecture is the expository lecture where most of the time the teacher talks but asks only a few questions. These lectures in spite of being less elaborate, can satisfy the needs of the students. The formal oral essay as well as the expository lectures are combined to form the provocative lecture. This is considered to be more thought provoking with an intention to enhance the existing knowledge and values of the students followed by the participation of the students in the end for discussion and questioning session. In case of the illustrated lecture, different types of projected and non-projected materials like slides, diagram, maps, charts, blackboard writings, etc are used to gain the attention of the students as well as to help in illustrating the subject matter in the class. The lecture demonstration demands the use of good communication as a medium to make the class more effective by using props to illustrate the subject. But in lecture discussion the teacher speaks for 5 to 15 minutes and then stimulates the discussions around key points with an intention to encourage his students to think about the content presented. In lecture cum Buzz session the lecture is given to provide the knowledge and each group buzz sessions are organised. In buzz sessions, a large group is divided into groups of 4 to 8 students, each of which discusses the issues separately for a fixed interval of time. Once the groups finalize

the solutions to the problems, the representatives of the groups report back to the teacher and then a discussion is held on reports presented by all the groups.

The lecture method, thus, maybe considered as one of the most efficient teaching methods for presenting facts and ideas in a short time and also it is the most suitable and convenient for introducing a subject and instructing large groups of people.

4. Demonstration method: The teacher explains the important points before the students during demonstration through various activities given in the lesson to the students as an action. A teacher has to follow three steps while using the demonstration method. The first step being introduction of the lesson through question-answer or lecture method. Then the teacher goes on demonstrating each and every aspect of the lesson followed by developing it through his activities. In the third step, the teacher makes the students drilling of the subject matter for the purpose of assimilation with the result that the desired scale is developed among the students by imitation of action.

The demonstration method is very beneficial especially in teaching science crafts arts and agriculture because observation and thinking capacities of the students can be developed by this method.

5. Tutorial method: In the tutorial method, the whole class is divided into different groups of common features and this bifurcation is made on the basis of difficulty level of different subjects. Every group works under different teachers where teachers find out the individual problem of students and then individually guides them to remove these problems. Thus, if the whole group has similar difficulties, group teaching and group guidance can be given. To make this method a success student of same capacity and same weaknesses should be kept in a single group so as to minimise the number of groups in a class. Also, the behaviour of the teachers should remain unbiased at the time of guidance so as to provide equal chance of progress to each and every student. There are three types of tutorial teachings - Supervised tutorial teaching, Group tutorial and Practical tutorial. In supervised tutorial teaching, bright students discuss their problems with their teacher where as weak students are asked to do drill work after removing their difficulties. This system is closer to democratic method of teaching than autocratic ones. In the technique of group tutorial, a teacher tries to remove the problems faced by the average students when the level of classroom teaching is found to be low or unsatisfactory from the point of view of students. But in practical tutorial the students are found to be working along with their teachers inside the laboratory. The psychomotor domain of students behaviour is mainly developed through this approach. The tutorial method may be used for teaching all the school subjects especially for teaching Natural Science and Mathematics.

b) Democratic Teaching Strategies:

The democratic teaching strategy is considered to be a child centric teaching strategy where priority is given to the interests, attitudes, capacities and needs of the learners by a teacher. This strategy not only develops the affective domain of the students but also helps in the development of the cognitive domain. So has to initiate the all-round development among the students, maximum interaction between teachers and students in the class is seen in this strategy. The teacher acts as a helper and guide for his students and follows several methods in this strategy.

Several important methods of teaching under this teaching strategy are Question- Answer method, Discussion method, Heuristic method, Discovery method, Project method, Role playing method, Brain storming method, Bloom's mastery learning strategy, etc.

1. Question-Answer method: in this method the subject matter is presented before the students through questioning where some questions are framed on the basis of previous knowledge of the students first and then those questions are asked from the students in such a manner that interest and curiosity of students increase by the answer of those questions. The questions must be interrelated and the teacher must put his effort to give a small bit of knowledge through these questions always. In this method both the

teachers and the students are found to be active and maximum interaction takes place resulting in more chances of self-learning as well as achieving of both cognitive and effective objectives.

2. Discussion method: method may also be termed as the oral method where maximum interaction between a teacher and students can be seen. The discussion can be both formal as well as informal. While formal discussions are arranged for the purpose of achieving predetermined objectives with predetermined rules of the discussions, informal discussions and neither objectives oriented nor the rules are predetermined. In case of formal discussion, the whole class is divided into several groups by the teacher where a topic is provided for discussion to each group. Each group has a leader to anchor and conduct the discussion followed by the teacher's drawing a conclusion of the discussion with the help of the leaders.

3. Heuristic method: Heurism literally means 'I discover'. It is the heuristic method of teaching where the student learns by himself and the teacher raises problem attic situation and guides his students from where to get materials to the solution of the problems. Every student discovers the solution of the problem individually by trial-and-error method. The steps which are technically involved in this method are presenting of the problem by the teacher is solved in the class individually and then giving information about the materials and techniques that is helpful in the solution of the problem by the teacher to his students. After that the formulation of hypothesis is done by the students themselves followed by collection of data for testing the hypothesis where in the true hypothesis is accepted and the false one is rejected. This method is beneficial because through this method the students get the scope of obtaining knowledge through self-study and self-learning resulting in a stable and permanent knowledge.

4. Discovery method: Different from the heuristic method, the discovery method helps in the clarification of the facts and concepts before the pupils through explanation in an objective manner. Discovery method is related to the past events, heuristic method is considered with the phenomenon at present.

5. Project method: In this method the students are assigned a project to be done which has direct utility for students as well as teachers. The project has to be done under the guidance of the teachers with an intention to find out the solution of the problem on the basis of their own experience.

The different types of projects under the project method are constructive projects, aesthetic projects, problematic projects and drill projects. In the constructive projects, pupils work physically in or outside the class such as writing letters or essays on given topics or preparing fields for games, playing drama, preparing models and so on. Aesthetic projects deal with the appreciation of powers of students through the activities such as presentation of music programs, or decorating hall, or beautification of lawn, etc. Through problem attic projects students learn the solutions of life related problems such as studying the effects of balance diet on health, advantages of physical exercises on body fitness, etc. Through drill projects the working capacities and automation of the students are increased by doing the activities like filling in the map, colouring pictures, solving mathematical sums, etc.

6. Role playing method: in this method the students are provided with the chance to play the role of a teacher in the class there by, making this method a dramatic method also. Role playing method is especially used in Teacher Training Colleges.

7. Brain storming: The main idea of brain storming is that a group of people can give more ideas than a single person. In this method of teaching a problem is given to students and they are asked to put forward their views on this problem one by one. Thus, many views regarding the nature of the problem it's causes and possible solutions come to light. And then, conclusion can be drawn after evaluating these jumbled ideas.

8. Bloom's mastery learning strategy: The purpose of this method is to take the students to that level where they do not lag behind their teacher for the topic taught to them. It means they have got mastery over the subject matter. Mostly all the strategies, techniques and tactics of teachings are used here simultaneously and additional time is given for the remedial teaching of weak students.

References: -

1. Martin R J (1970). Explaining, Understanding and Teaching. New York, McGraw Hill
2. Asbaugh A F (1988). Plato's Theory of Explanation: A Study of the Cosmological Account in the Timaeus. USA: State University of New York Press.
3. Gilbert Highet (1989). The Art of Teaching. Vintage Books, ISBN 978-0679723141
4. Achinstein P (2010). Evidence, Explanation and Realism: Essays in Philosophy of Science. London: Oxford University Press.
5. B.S. Manoj (2019). Multi-track Modular Teaching: An Advanced Teaching-Learning Method, Amazon, ISBN 978-93-5361-582-6.

