



Decoding the elements of teaching

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Abstract

This paper aims to provide a clear overview of teaching through a thorough discussion of various key elements that together makes up the concept of teaching. It covers the multifaceted key elements of teaching covering from characteristics of teaching, exploring various phases that are involved in teaching, from planning to evaluation. It also analyses the different levels of teaching, highlighting them and its relationship with teaching. The study also examines the key variables that influences teaching process, and further discusses and outlines the key maxims and principles that are to be followed to make the teaching process effective. By synthesizing these elements, the paper provides an overview of teaching as a process that is both scientific and artful. The insights offered through the paper aims to provide helpful insights to the teachers and educators enabling them to apply these concepts to improve their teaching methodology and adjust effectively in different teaching-learning situations.

Keywords: Decoding, teaching, key elements

Introduction

Teaching isn't a mechanical process, a teaching isn't merely limited to standing in front of the classroom, and delivering lecture from textbooks or prepared notes based on which the performance of the teacher is evaluated, based on marks secured in the exams, it goes beyond this circle. Teaching is often considered as a noble profession, and is a form of social service, and the teachers are regarded as the architects of the society, and teaching is the pillar that paves the path for the nation to march towards the path of development by providing learning, and education. Teaching is a group of activity undertaken by a group of individuals, which is backed by skills, pedagogy, knowledge off child psychology, and a positive attitude who helps other individuals who are less experienced to acquire knowledge. The concept of teaching is quite a complex process, and an indispensable part of education which includes special function of imparting knowledge, developing understanding, skills, attitudes or interest which is associated with 7R-Reading, Writing, Arithmetic, Recreation, Responsibilities, Rights and Responsibilities. Thus, teaching can barely be understood as a communication between a more experienced person, and less experienced person who influences each other by ideas and learn something through the interaction; in the process the learner or less experienced person is filled with information, and knowledge of facts which can be used in future.

Characteristics of teaching

Different levels of teaching

Teaching is characterised by dividing it into three different levels, which chronologically lies as memory level, understanding level and reflective levels of teachings. In these three levels of teaching, the memory level is the lowest level of teaching which is concerned with the mental and memory level of teaching, which is thoughtless level of teaching, where thoughts and thinking process of a person doesn't play any role it involves providing information to

the learner in the process of teaching where they students or learners are required to just retain that information. The second level of teaching is understanding level of teaching, here the teaching process involves providing or teaching content that a student can comprehend using their insight and understanding abilities. Reflective level is the third level of teaching, which is associated with the process of enabling learners to introspect, here the learners are required to understand a concept from their own perspective by giving careful thoughts.

Continuous process

Teaching as a process is considered continuous and lifelong. It does not become stagnant at any stage or age, as teaching as a process is associated with education which itself is continuous, as education and teaching go hand in hand and becomes the medium on which education and learning depends.

Social Service

Teaching is characterised as a social service; it is considered as a noble profession. The people engaged in this profession, are the teachers who are the medium through which teaching takes place. They are the pillars of the society, leaning on which the country march towards development. Teaching is a form of social service, rendered to the society who hold the responsibilities of shaping, and developing the behaviour and conduct of the young people.

Both Science and Art

Teaching as a process is considered both science and art. Teaching is characterised as science as various tactics, techniques, aids, principles and maxims govern the process of teaching and art essentially, as it involves application of these tactics, techniques, aids, principles and maxims in real-teaching situation with a teacher's creativity ability and skills they have as a teachers.

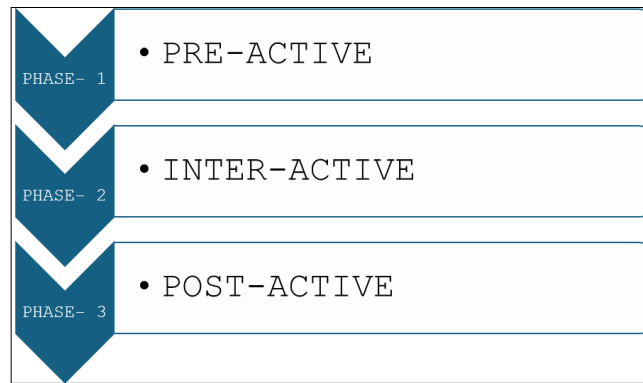


Fig 1: Phases of teaching

Teaching is a goal-oriented and purposeful activity which pass through three phases of teaching, pre-active, interactive and post-active.

Pre-active phase

Pre-active phase of teaching is the first phase of teaching. As the name suggests, pre refers to before; it refers to all the activities that are conducted before the inter-active stage of teaching where the teacher teaches. It is the planning stage, where the teacher plans how the teaching is to be conducted, what method is to be used, what aids are to be used, and what aids are to be used to support the process of active phase of teaching.

For example: A teacher is teaching, ‘Maxims of teaching’ in the classroom, before going to the classroom they will systematically prepare and arrange the way it should proceed, which topic will be presented first and how it will be presented for easy understanding.

Inter-active phase

Inter-active phase is the second stage of teaching, where the teachers and learners interact with each other this is the

stage where actual teaching takes place. Here, the teacher teaches, uses the plan of pre-active stage to conduct the class, and provide the learner with necessary skills and information.

For example: In this stage, the teacher who is supposed to teach ‘Maxims of Teaching’ in the class, will conduct the class and carry out the class as planned in the systematic manner, here, they will motivate the students, make them learn, explain the topics.

Post-active phase

Post-active phase is the third stage which is followed the completion of inter-active phase. This phase involves the follow up where the teaching process is evaluated. The teacher tries to evaluate the class, or they try to consolidate the knowledge acquired by the teacher in the inter-active phase.

For example: In this stage, the teacher who is teaching about the phases and maxims of teaching can evaluate their teaching effectiveness by asking them questions, ask the students to revise what they learned or given them assignment on the topic.

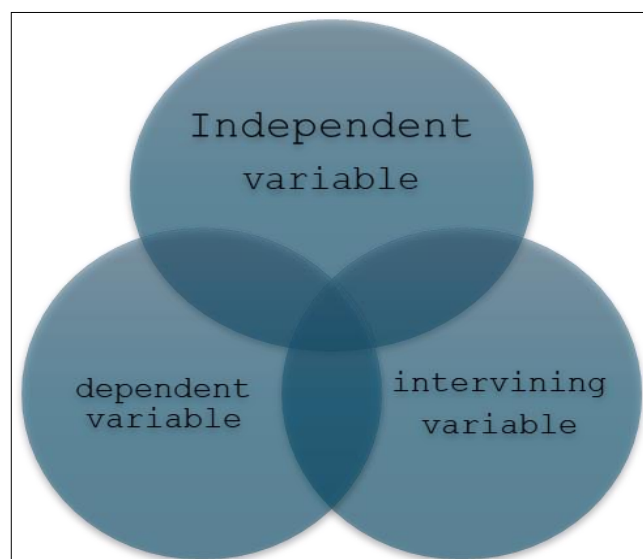


Fig 2: Variables of teaching

Teaching is an inter-active process between teacher and students where curriculum and environmental factors acts as a medium or channel of action. On the grounds of this factor, it can be concluded that there are three variables in teaching, independent variables, dependent variables and intervening variables which are broadly classified below:

Independent variables

In the teaching process, teacher is the independent variable, as what is to be taught? How it is to be taught to the learner? Which method is to be used by the teacher they can make the decision independently.

Dependent variables

In the teaching process, the student is considered as the dependent variable, they depend on the teacher throughout the teacher as the teacher decides for the students through which method they will be taught, how the learner will be taught, how the learner will be taught, and work of the learner depend on the planning and arrangement of the teacher.

Intervening variables

In the teaching process, there is an intervening variable, between the independent, and dependent variables which include content, teaching methods, teaching aids, curriculum, syllabus, etc without these intervening variables, the teaching is incomplete.

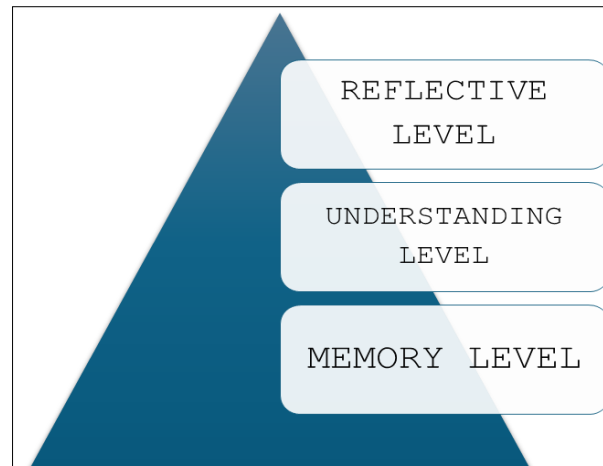


Fig 3: Levels of teaching

Memory level

Memory level is the first, and lowest level of teaching. It is regarded as thoughtless teaching, as through this level of teaching the abilities of the learners isn't developed. It is only concerned with the mental and memory level of teaching which means how much information and facts, a learner can retain after it is being provided. The learners here are only required to memorise the facts, and information and facts, a learner can retain after it is being provided. Students only memories the facts, and information provided, the role of the thought process is minimal. In this level of learning, the teacher plays the primary role and role of the learners is merely passive listeners, they learn what is being taught by the teachers to them without applying any reasoning ability. The study materials is pre-planned, and organised before presenting to the learners. This level of learning was given by Herbert, he is the chief exponent.

Understanding level

Following the memory level is the understanding level. Morrison is the chief exponent of understanding level of teaching. Here, the role of insight and memory is considered, and both plays a crucial role. In this level of teaching, the content being taught can be comprehended by the students. It goes beyond the memorizing of facts and focuses on mastery of subjects. It is thoughtful level of learning, which involves the mental ability of the learners. It is the thoughtful level of learning, which involves the mental ability of the learner. At this level, the teacher explains different facts and principles and teaches them how they can apply these principles.

Reflective level

Reflective level is the highest level of teaching. Hunt is the chief proponent of Reflective level of teaching, this level of teaching is associated with introspection here, the learner can understand things from their perspective, they are able

to think deeply about something over a period. This level is known as introspective level of teaching, which can be only attained after passing through the lower level of learning. It has an problem-solving approach to teaching, which helps the students to reflect, and solve the real problems of life by enabling them to reflect, and solve the real problems of life by enabling them to use their critical thinking abilities. Here, focus is laid on identifying and finding solutions to it.

Maxims of teaching Known to unknown

A learner's mind cannot be considered blank state, before enrolling in the teaching-learning process they've been exposed to experiences and knowledge, this old knowledge can form the foundation for new knowledge. This maxims states that teaching procedure should always proceed from known to unknown i.e. the teacher should always begin with topics that are previously known to the learners and then proceed towards what they don't know as it help them to build a strong sense of foundation of the topic, making it easier for them to understand, and widen their arena of knowledge by relating it to the previous knowledge. For example: While teaching about the earth, and its continents, the teacher can ask them to remember the globe that they've seen previously it will help to understand better.

Simple to complex

This maxim states that teaching process should always proceed from simple to complex. As teaching-learning process proceeds from memory level to reflective level of teaching, it becomes easier for learners to grasp simple knowledge which further encourages learner to understand complex topics more easily.

For Example: Before teaching to spell out or read a whole complex sentence the learner should be first taught to read complex words.

Concrete to abstract

This maxim of teaching states that teaching should proceed from concrete to abstract. Teaching should always proceed from concrete to abstract, concrete objects are those that can be touched, felt, seen, which is related to the experience of the learner while abstract are those concepts which is related to thoughts, and ideas. Concepts that are taught with the help of concrete objects last long in the mind, as learners can grasp the concrete objects better.

For example: It is seen that if a student during primary education is being taught about fruits, if fruits are presented and showed to them, they'll remember better.

Analysis to synthesize

This maxims state that teaching should always proceed from analysis to synthesize, a complex topic should always be divided into smaller parts so that it can be understood better. For example: To teach a learner to read a complex whole sentence, they should be taught to first read out the sentence by dividing them into parts, then read it together.

Principles of teaching

There are two set of principles that governs the teaching process first is general principle of teaching, and second set of principle is psychological principles:

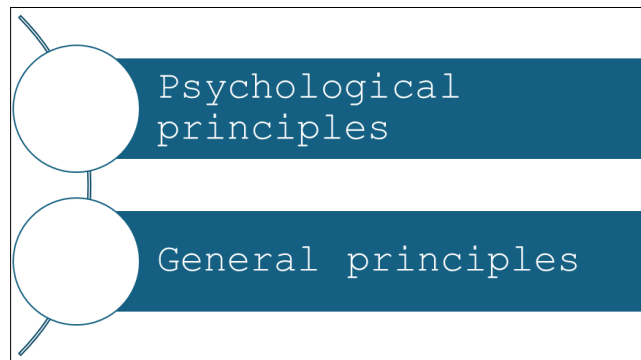


Fig 4: Principles of teaching

The psychological principles of teaching are discussed below:

Principle of interest

Interest and attention are inter-related. The teaching as a process should ensure that interest is generated among the community of learners. The learner will be able to pay more attention and retain knowledge for longer period, which will ensure that learning is more effective.

Principle of individual differences

Every individual is unique, who has their own unique set of traits and different learning abilities which make them different from others, they have different level of intelligence, attitude, socio-economic background and potential who have their own needs, and different learning abilities. So, the teaching process should be designed in a manner that it is able to cater the diverse learning abilities of the learners, thereby enabling all the learners to get equal opportunities.

The general principles of teaching are discussed below:

Principle of definite aim

The teaching process should always be guided by the principle of definite aim. The teaching process should always move through a path to reach certain definite goals, teaching should always be goal oriented. When teaching is goal-oriented, it will ensure that there is maximum and optimum utilisation of teaching resources and making learning more focused.

Principle of selection

Teaching should always be guided by the principle of adequate or proper selection. There are a wide range of experience and knowledge, but every experience and knowledge cannot be counted as acceptable and appropriate for every level of learning. So, out of all the experience and

knowledge the teacher who acts as a medium of teaching should judiciously select the knowledge and experience to be provided in accordance with the need, level and appropriateness of the learning levels.

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