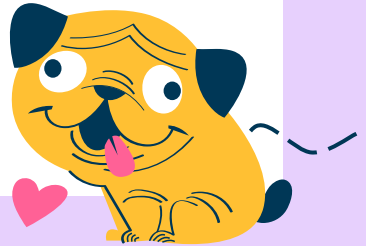
DO WE WANT OUR CHILDREN TO LEARN JUST FOR THE SAKE OF LEARNING ???

MAXIMS OF TEACHING

MS. RACHANA DAS



WHAT ARe MAXIMS OF TeACHING ???

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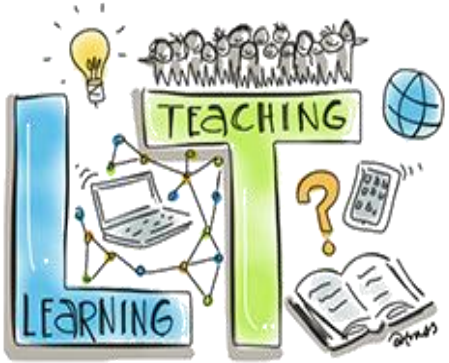
MEANING...

Maxims of Teaching refers to the **Techniques in Teaching** that a teacher adopts for effective teaching learning.

They accelerate momentum of teaching learning process and help in achieving success in classroom.

MEANING...

Maxims of teaching motivate the learners and also make teaching learning process effective, fruitful, **inspirational** and meaningful. Without using the proper use of maxim a teacher cannot teach effectively. A good teacher should know when and how to use the maxim appropriately for the effective classroom and active involvement of the students.



MAXIMS OF TEACHING

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KNOWN TO UNKNOWN

This maxim is based on the assumption that the student knows something. We are to increase his knowledge and widen his outlook. We have to interpret all new knowledge' in terms of the old.

It is said that old knowledge serves as a hook on which the new one can be hung. If we link new knowledge with the old knowledge our teaching becomes clearer and more definite.. So while teaching we should proceed from known and go towards unknown.

COMMERCE	Known concepts of trade and business – proceed towards teaching auxiliaries that facilitate trade such as communication, transport, warehousing etc.
ECONOMICS	Known concepts of buying and selling – proceed towards teaching trade and types of trade.
GEOGRAPHY	Knowledge of type of soil, water facilities in surrounding area – proceed towards teaching agriculture and types of crops that can be grown in that particular area
HISTORY	Known concept of independence – proceed towards various movements towards gaining independence
MATHEMATICS	Known concepts of selling price and cost price – proceed towards teaching profit and loss, known concepts of process of indices – proceed towards teaching logarithm
SCIENCE	Known concepts of breathing - Proceed towards teaching respiratory system.
ENGLISH	Known concept of tenses – proceeding to teach Active and Passive voice.

SIMPLE TO COMPLEX

In this process of teaching-learning, the teacher should see those simple things are presented first to the students. That way they will start taking an interest. Once they become interested, thou gradually complex type of things can also be learnt by them. **By learning simple things, they feel encouraged and they also gain confidence. On this basis, they become further receptive to the complex matter**. Gradually more difficult items of learning may be presented to the students. It will smoothen teaching being done by the teacher and make learning convenient and interesting for the students.

GEOGRAPHY	From simple Occupation – proceeding towards types and various aspects to each occupation
HISTORY	From basic human civilization – proceeding towards teaching intricate details of Harrapan civilization.
MATHEMATICS	From simple interest – proceeding to teach complex concepts of compound interest
SCIENCE	From simple conversion of states of matter – proceeding towards teaching anomalous behavior of water
ENGLISH	From framing simple single sentences – to proceeding towards teaching framing sentences using conjunction, interjection, which are compound and complex sentences.

PARTICULAR TO GENERAL

While teaching, the teacher should, first of all, take particular statements and then on the basis of those particular cases, generalization should be made. General facts, principles and ideas are difficult to understand and hence the teacher should always first present particular things and then lead to general things.

COMMERCE	Particular facts of day to day transactions – proceed to teaching general concepts of trading and business
ECONOMICS	First initiates different examples of places to visit, purpose of visit, utility to visit etc. – proceed towards teaching Recreational tourism, Environmental Tourism, Historical tourism etc.
GEOGRAPHY	Proceed from geography of region to the geography of general principles of the world.
MATHEMATICS	From Particular $(2\times2\times2\times2\times2 = 2^2\times2^3 = 2^{2+3} = 2^5)$ to General Law Of Indices Rule for multiplication when base is the same $a^N\times a^M = a^{N+M}$
SCIENCE	From particular traits of elements to generalizing characteristics of alkali metals, alkaline earth metals, Lanthanides, halogens, Noble gases etc.
ENGLISH	From particular sentences of present continuous tense – To Generalising the principles of framing a sentences of present continuous tense and apply it in all similar situations

CONCRETE TO ABSTRACT

Concrete things are solid things and they can be touched with five senses. But abstract things can only be imagined. So it is rather difficult to teach children about abstract things. The students are likely to forget them soon. On the other hand, **if we teach the students with the help of concrete objects, they will never forget the subject matter.**

COMMERCE	From concrete examples of bills and it's components – to teaching abstract concepts of GST, CGST etc.
ECONOMICS	From concrete experiences of utilization of available resources – to teaching utility, marginal utility.
GEOGRAPHY	From using globe to show the location of places – to teaching latitudes and longitudes of any place
HISTORY	From showing various pictures, old artifacts and coins of a particular era – to teaching detailed history of that era / dynasty
MATHEMATICS	Concrete examples where Various models of cylinders and cone are got in the classroom & water is filled in it – to teaching abstract concept of volume of cylinder and cone and the relationship between them
SCIENCE	From showing magnets and its properties with experiments – to teaching magnetic field and magnetic induction
ENGLISH	Concrete [asking students to visit a railway station, showing stages of growth of butterfly from cocoon] – to Abstract [writing a Day spent in Railway station, to teaching caterpillar poem in detail]

WHOLE TO PARTS

This maxim is the offshoot of gestalt theory of learning whose main emphasis was to perceive things or objects as whole and not in the form of parts. Whole is more understandable, motivating and effective than the parts. In teaching, the teacher should first give a synoptic view of lesson and then analyze it into different parts. This principle holds good while teaching a thing to the small children.

MATHEMATICS	From first introducing a whole Quadrilateral – proceeding towards teaching Types of Quadrilateral E.g. Square, Rhombus, Parallelogram
SCIENCE	From various organ system – proceeding towards various parts of an organ system
ENGLISH	From showing a sample of a letter in letter writing – proceeding towards teaching various parts and sections of a letter [salutation, body of letter, recipient address, sender address etc.]

ANALYSIS TO SYNTHESIS

When we divide a thing into easy parts or separate elements in order to understand it easily is called analysis. It is the process which helps in understanding the hidden elements of a thing or the cause of some incident or behavior.

Synthesis is just opposite of analysis. All parts are shown as a whole. The process of analysis is easier than synthesis for understanding a thing. This process develops the analytical power of the students. It is the best method of starting the teaching process

COMMERCE	First going through legal environment, political environment, economic environment, social environment – to teaching dimension of Business environment
ECONOMICS	Problems of mushrooming slums, pollution, traffic jams, crime rates are analysed first and then all these points are synthesized to understand the cons of Urbanisation.

EMPERICAL TO RATIONAL

- Empirical knowledge is that which is based on observation and first and experience about which no reasoning is needed at all. It is concrete, particular and simple. We can feel and experience it.
- On the other hand rational knowledge is based upon arguments and explanations.
- For example suppose the students are to be taught that water boils on heating. They should first be made to heat the water and see it boiling. Then the teacher should explain that when water is heated, the molecules gain kinetic energy and there is thermal agitation of the molecules which make the water boil.
- This maxim is an extension of some of the previous maxims, namely proceed from simple to complex proceed from concrete to abstract and from particular to general.

SCIENCE	Proceeding from environmental pollution – to future implications of pollution. Proceeding from showing that water boils on heating – to explaining that molecules gain kinetic energy and there is thermal agitation of molecules which makes the water boil.

PSYCHOLOGICAL TO LOGICAL

Modern education gives more emphases on psychology of the child. The child`s psychological development is of utmost important than any other thing. A teacher while teaching should follow this maxim viz from psychological to logical. Psychological approach takes into consideration the pupil his interests, abilities, aptitudes, development level, needs and reactions. The teacher should keep in mind the psychological selection of the subject matter to be presented before the pupils. Logical approach considers the arrangement of the chosen content into logical order and steps.

ENGLISH	In std 6th, by first narrating the story with it's moral value then proceeding towards reading and explanation of the text from the textbook. Other examples might include Dialogue writing, competing the story by given situation, etc.

NEAR TO FAR

Every child is able to learn well in the surroundings to which he belongs. So the child should be acquainted fully with his immediate environment. Gradually he may be taught about those things which are far from his immediate environment. This principle, if kept in view, will smoothen the leaching-learning process considerably. Thus the child should be taught the home, followed by the street, the bazaar, the school and then the distant environment of the city to which he belongs. In the same way, acquaintance with the city should lead to acquaintance with the Tehsil, the District, the Division, the Stale and then the Country as a whole. This type of teaching will be incremental and will be step by step learning. The textbook writer who writes books for the small children should also place the different chapters in his bookkeeping in view this principle. Then only his book will stand better chances of approval by all concerned.

COMMERCE	Study of local market then proceed towards global market. First taught about trade [buying and selling of goods and services.] later, should be taught of aids to trade [transport, communication, insurance, warehousing, advertising etc.].

ADVANTAGES...

- Makes teaching Simple and interesting,
- Makes teaching joyful and interactive,
- Makes teaching purposeful and meaningful,
- It makes students creative,
- Students analyze & synthesize content,
- It develops scientific attitude,
- It is Learning by doing, ensures involvement,
- It develops critical thinking .

‘BE THE CHANGE YOU WANT TO SEE IN OTHERS.’ - M. K. GANDHI

Thanks a *bunch!*