



Study of Teaching Models and Interpretation on Pedagogy Theories

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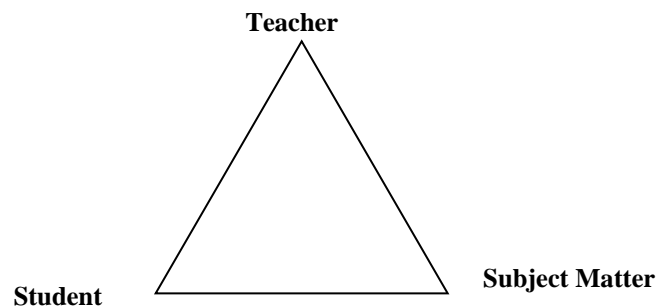
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Abstract: Teaching an art, process, mechanism of giving, sharing information, knowledge in such a way that learners can go beyond it. Teaching is not just delivering a lecture or an oral art, it also required the communication skills, better bond and understanding of students, their feelings, their family background, way to deal unforeseen problems. Good teaching should always inspire us positive ways. It should motivate students to understand rather than simply accept the way it is coming.

Keywords: Teaching aptitude, Teaching abilities and skills, Famous teaching theories, Concepts of teaching.

I. INTRODUCTION

Teaching is a planned and coordinated act of sharing knowledge and experience. Aptitude is the mechanism or technique to develop the abilities and skills in any of stream. Thus, Teaching aptitude implies develop the required abilities and skills (which is essential to become a good teacher) of teaching by act of sharing knowledge. Teaching always lead to learning but vice-versa is not always true. Teaching is a triadic in nature. It involves three core elements.



II. LEVELS OF TEACHING

(i) Memory Level

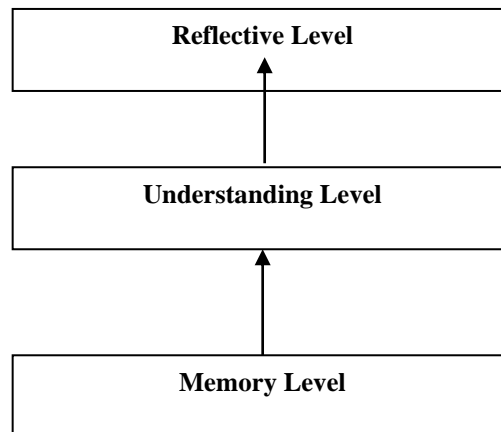
First and very basic level of teaching is memory level. This level is concerned with remembering the facts just like mugging up the data by lower class students. In this teacher is dictating the things and students just note down the things by making notes.

(ii) Understanding Level

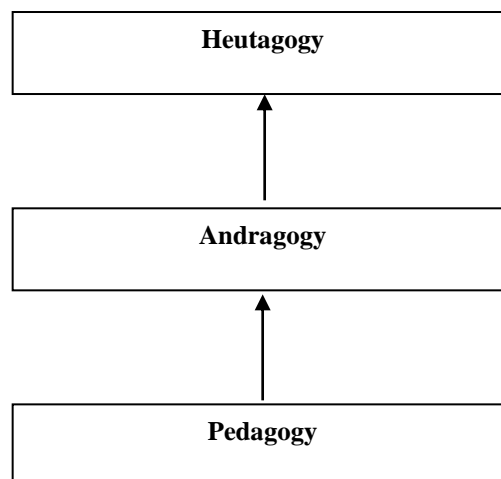
This is the second level which is also termed as explanatory level that consist of teacher is explaining the concept in detailed manner and students or learner is understanding the concept and then they became able to explain the same topic in their own language instead of mugging up.

(iii) Reflective Level

This is the higher most level where students can analyze and evaluate the concept and they can come up with new ideas which is synonym of doing research.



III. MODELS OF TEACHING



(i) **Pedagogy**

This model of teaching is for small children where trainer led learning takes place. Trainer led learning implies that the learner (Small children) doesn't know what to do exactly and how to do it so trainer led them by doing things themselves and make them learn. In this learner is totally dependent of trainer. Learners have no responsibility for their learning and thus require motivation from external sources. Pedagogy basically means adolescent learning.

(ii) **Andragogy**

In this type of model, learners know what he wants to do but he doesn't know how to perform that task. So, learner is needed to direct the learner towards his goal and goal driven learning takes place. It uses role-plays, simulation and self-evaluation for strategies. Learners are independent and problem solvers. Learners seek guidance for direction of their learning. Motivation is intrinsic in nature. Andragogy supports adult education.

(iii) **Heutagogy**

In this type of model, learners know what he wants to perform and how he wants to perform. Heutagogy basically means self-learning or self-determined learning. Learners have full responsibility for their learning. Learners are enquiry driven. Motivation lies in experiencing new things and gaining knowledge of learning new ideas.

**IV. THEORIES UNDER PEDAGOGY****(i) Cognitivism**

Cognitivism means how the brain of learner gains and processes that information. It is the mechanism that how the brain of learner is developing.

(ii) Constructivism

In this student obtain knowledge by filtering new knowledge through their own personal experiences. Some constructivism theories are grouped under category of student-centered learning. Famous constructivism theories include John Dewey, Benjamin Bloom, Howard Gardner and Lev Vygotsky.

(iii) Behaviorism

In this learning occurs when the learners is subjected to stimuli. It is a psychological approach. Famous behaviorism theories include Ivan Pavlov and B.F. Skinner.

V. FAMOUS THEORIES**Theory of learning styles by Howard Gardner 1985**

Howard Gardner argues that the students might have multiple types of intelligence but the study curriculum will emphasis on linguistic intelligence rather than much other intelligence. The theory of multiple intelligence differentiates human intelligence into specific modalities rather than seeing intelligence as dominated by single general abilities. Howard proposed this model in 1985 in the book "Frames of Mind: The theory of Multiple Intelligence". He proposed seven abilities that he held to meet these criteria these were as follows:

- (i) **Musical** – consist of rhythmic for singer etc.
- (ii) **Visual Spatial** – consist of drawing, photography, 3D Modelling, mass media etc.
- (iii) **Verbal Linguistic** – consist of writes, book reviewers, publishers, newspaper writers etc.
- (iv) **Logical** – consist of mathematical, reasoning, investigators, software developers etc.
- (v) **Bodily** – consist of kinaesthetic, dancer, athlete, surgeon etc.
- (vi) **Interpersonal**- consist of instructors, counsellor, teachers etc.
- (vii) **Intrapersonal** – consist of independent learners, creative person etc.

VI. PROGRESSIVE EDUCATION BY JOHN DEWEY

John Dewey is probably a most famous for his role in what is called progressive education. Progressive education is essentially a view of education that emphasise the need to learn by doing the things. According to John Dewey, school is an essential, social and psychological institution. School is not a place where dry, theoretical knowledge should be imparted. For Dewey, school is a place where the children learn by his own personal experiences. Considering the school as a psychological necessity he wanted the ideal school to be the one like ideal home. He influenced the cooperative learning theory which is practiced today in education system. Dewey believed that it was important that students develop knowledge and social skills that could be used outside the classroom. This theory also portrayed the students as a active recipients of knowledge by discussing information and answers in group, engaging in learning process together rather than being passive receivers of information.

VII. THE ZONE OF PROXIMAL DEVELOPMENT BY LEV VYGOTSKY

The Zone of Proximal Development is often abbreviated as ZPD that focused on the difference between what a learner can do without help and what they can't do without help. The concept was introduced by psychologist Lev Vygotsky (1896-1934). Vygotsky stated that a child follows an adult's example, by observing them and gradually develops the ability to do certain tasks without help. Vygotsky and some other educators believe that the role of education is to give children experiences that are within their zone of proximal development by encouraging and advancing their individual learning skills, strategies, interest.

VIII. BENJAMIN BLOOM TAXONOMY IN 1956

Benjamin Bloom taxonomy is given in 1956. Benjamin Bloom was an American educational and psychologist. Bloom's contributed in assessing educational outcomes in mid-1950's. Bloom's distinguish different levels of human

cognition that are thinking, learning and understanding. He also developed to promote higher level of thinking in education. Bloom's taxonomy works form bottom to top.

(i) **Remembering**

This level of taxonomy is same as memory level of teaching that consists of remembering information. It consists of followings words – find, list, name, identify, locate, describe, memorize, define etc.

(ii) **Understanding**

This level of taxonomy is same as understanding level of teaching that consists of explaining the concept in his own words. It consists of followings understanding, making sense out of information, presenting information in own language, interpret, summarize, explain, interact, discuss etc.

(iii) **Applying**

This level of taxonomy implies that the gained information or knowledge has been applied in some other form to generate new output. It consists of diagrams, charts, draw, apply, solve, calculate etc.

(iv) **Analyzing**

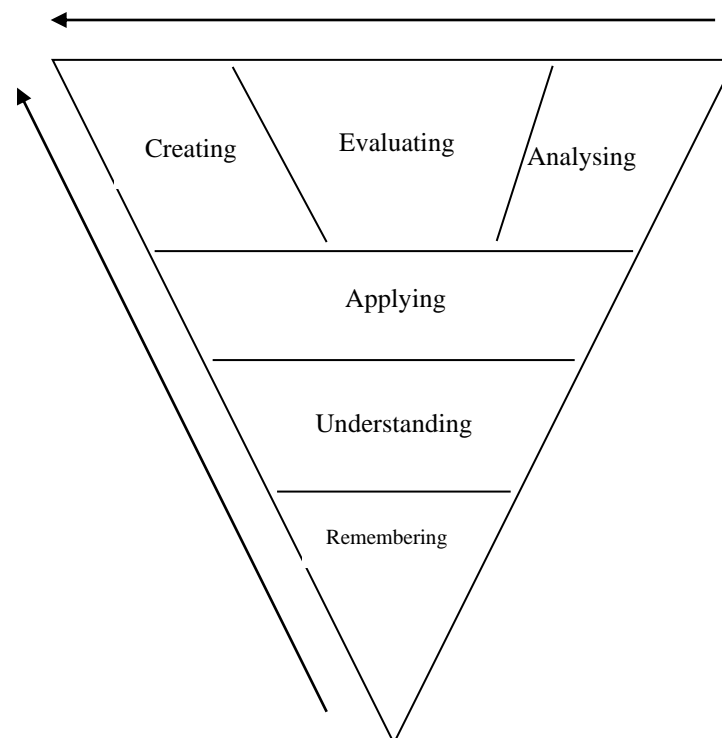
Analyzing is looking into the matter and explores it. Take into apart and explore relationship categories, examine and compare.

(v) **Evaluating**

Critically examine the information or data presented to you and then make judgements, test and defend them.

(vi) **Creating**

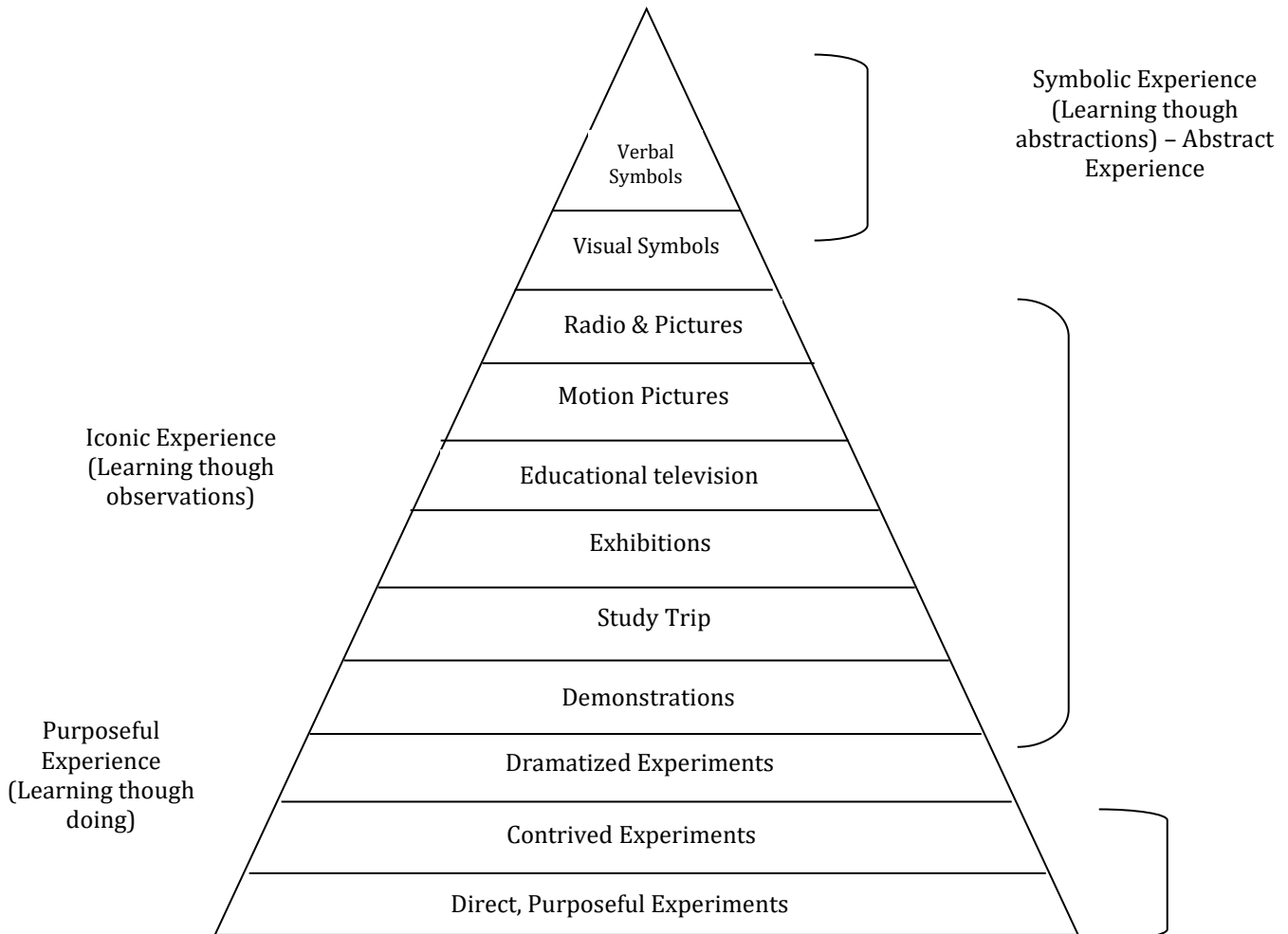
Use the information to create something new, design, build, plan, construct, produce, device, invent new things.



IX. CONE OF EXPERIENCE BY EDGAR DALE

Edgar Dale is an American educator who developed cone of experience that is also known as learning pyramid. It is a visual model. It compromises of 11 stages from concrete experiments to most abstract one. Arrangement of this cone is based on the number of human senses involved for learning or identifying and also based on abstraction, experiences which are mixed foster for meaningful learning. It flows form bottom to up direction. In the bottom most stage the

maximum senses are involved and as we are moving towards up direction the involvement of sense keep on reducing. As sense keeps on reducing this implies that higher knowledge or higher cognitive mechanism will be used to understand the problem and situation.



X. STAGES OF DEVELOPMENT BY JEAN PIAGET

Jean Piaget is a developmental psychologist. He proposed a theory about intellectual and cognitive development. He gave 4 stages of development. Few assumptions under Jean’s theory are as follows:

- (i) Children build their own knowledge based on their experience
- (ii) Children learn things on their own interest without influencing from adults or older children
- (iii) Children are motivated to learn by nature. They do not need rewards as motivation.

Stages of development				
S. No.	Stages	Age	Description	Goal
1.	Sensorimotor	Birth 18 – 24 months	Learn by movement (motor activity) without use of symbols. All things that are learned are based on experiment, trial and error.	Object performance



2.	Preoperational	2 – 7 years	Development of languages, memory and imagination, intelligence is both egocentric and intuitive.	Symbolic thought
3.	Concrete operational	7 – 11 years	More logical and methodical manipulation of symbols less egocentric and more aware of outside world and events.	Operational thought
4.	Formal operational	Adolescence to adult hood	Use of symbols to relate to abstract concepts. Able to make hypothesise and grasp abstract concept and relationship	Abstract Concrete

XI. HEURISTIC METHOD OF TEACHING

Heuristic method of teaching is given by H.E. Armstrong (1888-1928). It is an approach to find a solution to a problem that originates from ancient Greek word 'eurisko' which means to find, search or discover. It is about using a particular method that doesn't necessarily need to be perfect. Heuristic methods speed up the process of reaching a satisfactory solution.

Four principles are given which are as follows:

- (i) Try to understand the problem
- (ii) Make the plan to solve that problem
- (iii) Carry out this plan or execute the plan
- (iv) Evaluate and adapt the plan

XII. BEHAVIOURISM THEORIES BY IVAN PAVLOV

Pavlov was a Russian physiologist who is known primarily for his work in classical conditioning. Pavlov used dogs to demonstrate a conditional response to outside stimuli using food. This was also called a conditional reflex/classical conditioning theory. He used to feed dog at particular time and after the particular days' time the dogs started to bark at that particular time of feeding as a conditional response.

XIII. BEHAVIOURISM THEORIES BY B.F. SKINNER

Burrhus Frederic Skinner was an American psychologist, behaviourist and social philosopher. Skinner outlined a teacher focused model (operant conditioning theory) where teacher arranges reinforcement as an appreciation in the form of curriculum to expedite learning. In education, the positive stimuli are good grades and positive reinforcement whereas a negative stimulus represents poor grade and negative reinforcement. Drill and practice are educational events that are most closely associated with behaviourism.

XIV. CONCLUSION

Today's scenario provides understanding, interests of any field and resources to most of human beings. But teachers have to play a crucial role in assisting learners to engage their understanding, maintaining the classroom interest, build's the learners understanding, correcting them, observing and working according to learners' requirements, engaging with learners during the process of learning and make teaching such a light and easy process for learners which reduces the mental stress form learners and more focus on reasoning abilities rather than remembering capabilities.

XV. ACKNOWLEDGEMENTS

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XVI. REFERENCES

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