

## Modern Teaching Methods - A view for Future

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### Abstract

The teaching and learning methods have been changed over a period of time. The traditional methods are replaced by modern methods. The audio visuals has changed the whole scenario. In the past teaching methods of learning materials are delivered to students using a lecture-based format. Modern Teaching Techniques helps children well and make them understand clearly. In present days there is an increased usage of the internet in educational applications. Students and teachers will make use of this technology for flexible learning systems. Technology plays an important role in enhancing and developing our learning system. It is required now to explore Modern Teaching Techniques for teacher professional development. It is true that certain skills and capabilities of using different Modern Teaching Technologies are necessary for students as well as teachers. So it is necessary to prepare them for the age of Modern Teaching Technology. The paper will analyse the teaching and learning methods and their pros and cons in the present environment.

**Key Words:** Modern Teaching Techniques, Objectives, Classification of Teaching Techniques, Teaching Techniques

## Introduction

Education plays a vital role to the social, political and economic development of any nation. The effective teaching is very essential for the development of nation. It is important because teaching is based on helping children progress from one level to another in a more sociable interactive environment and to get the approach right to get students to be independent learners. Effectiveness does not mean being perfect or giving a wonderful performance but bringing out the best in students.

Education is a process by which the personality of a child is developed. Thus the education of tomorrow should be able to play its role more effectively by making the individual creative, innovative and effective. One teacher would be unable to cater to the various individual differences of all the students.

Traditional method relies mainly on textbooks while the modern method relies on audio visual approach. In traditional method, presentation of materials starts with the parts to the whole while in the modern approach, presentation of materials starts sequentially for the entire subject. Traditional method emphasizes on basis skills while modern method emphasizes on big ideas. With traditional method of teaching, assessment is seen as a separate activity and occurs through testing while with modern method of teaching, assessment is seen as an activity integrated with teaching and learning and occurs through more intermediate examinations and observation. Teaching methods are best articulated by answering the questions “What is the purpose of education?” and “What are the best ways of achieving these purposes?”. In a family, the children are the students, and the elder is the teacher. a teacher creates the course materials to be taught and then enforces it. Pedagogy is a different way by which a teacher can teach. It is the art or science of a teacher to follow style of instruction. Resources help teachers to teach better are typically, a lesson plan, or practical skill involving learning and thinking skills. A curriculum is often set by the concerned authorities that shall be followed by teachers.

Teachers can teach the students with more depth and efficiency and also clear all their doubts with Modern Teaching Techniques. Teachers must use various types of Modern Teaching Techniques to connect with the students[1-3].

This paper deals with the Modern Teaching Techniques that are used in Education. These techniques help to attain the following objectives. The objectives are:

- Present the material in more interesting and attractive way
- Guide and help the students in enriching the qualitative material
- Make best use of time and coach the students
- Provide individualized instruction
- Direct the students toward cooperative as well as collaborative learning activities
- Prepare the learning material for students, rather teaching in conventional situations
- Diagnose the learning of students and help them to overcome their study problems

### Related Works

Theories have their own implications in different contexts and time and we can say that no theory of education is without function. Psychological processes invoked in the teaching process and assert that effectiveness pertains to the processes involved in transforming content knowledge into instruction[1-3]. This transformation requires adapting, altering, and enriching content based on past experiences of teaching the same content. They tend to focus on the processes of understanding to measure effective teaching. Generally, various assumptions about teaching are there and any view about effective teaching is determined by the philosophical stands[4-7].

It is expected that the following components of good teaching are expected from teachers.

- 1) Professional knowledge and understanding (up-to-date subject matter and curriculum knowledge, etc.
- 2) Teaching skills

- 3) Values and attitudes
- 4) Learning environment

Many researchers have tried to put together classroom- or school-based models that describe the teaching-learning process. A model is a visual aid or picture which highlights the main ideas and variables in a process or a system[8]. The models include words or diagrams intended to give an understanding of the variables associated with school learning, especially as measured by scores on standardized tests of basic skills. Two major questions are addressed in educational psychology:

(1) "Why do some students learn required knowledge and skills taught in school, while others do not?"

(2) "Why do some students learn more than other students?"

Now several models of teaching and learning proposed by different researchers are explained. Researchers state that the use of audio-visual models as learning aides have two primary benefits. First, models provide "accurate and useful representations of knowledge that is needed when solving problems in some particular domain". Second, a model makes the process of understanding a domain of knowledge easier because it is a visual expression of the topic[9-10].

Research on the effectiveness of pictorial learning strategies indicates that learning is improved when pictures supplement verbal materials. If learners draw their own pictures while studying then learners can generate mental pictures during reading or studying[11].

Researchers also proposed the time spend by the teacher in home for making quality of teaching a day before he/she will take classes. They proposed that the time needed by students to learn academic content is contingent upon aptitude (the most often used measure is IQ), ability to understand the instruction presented (the extent to which they possessed prerequisite knowledge), and the quality of instruction students receive in the process of learning[12-13].

Other researchers observed that in traditional schooling a student's aptitude for learning academic material (IQ) is one of the best predictor's of school achievement. If time is not held constant for all learners then a student's mastery of the prerequisite skills, rather than aptitude, is a better predictor of school learning. It is required for students:

- 1) students are given enough time to learn normal information taught in school, and
- 2) students are provided quality instruction.

Prior to the sixties the research on important school- and classroom-related variables was directed toward the best traits or characteristics of teachers in an attempt to identify good teaching and the important characteristics of schools and communities that support good teaching. Researcher provides a model that updates this view by including important teacher and student behaviours as predictors of student achievement. It is derived from other teachers and classroom-based models but is redesigned to emphasize teacher expectations. The student characteristics also influence teacher attitudes and teacher efficacy. The next category of variables is the interaction amongst the individuals involved in the schooling process. This includes the input of administrators as well as that of teachers and students. If expectations of learning are high and there is high quality instructional input, corrective feedback, and good communication among students, parents, and educators, then the intermediate outcomes of student learning and student self-expectation goes up. On the other hand, adverse or negative attitudes on the part of instructors and administrators will cause student self-esteem[14].

Researchers also developed a model of the instructional process that focuses on those variables that must be considered by the classroom teacher as designs and delivers instruction to students. This model attempts to define more precisely what is meant by quality instruction[12-13].

A teacher begins with objectives and ends with an evaluation. Instruction connects objectives and evaluations and is based on the teacher's knowledge of the students' characteristics and how best to motivate them. If the evaluations do not demonstrate that the desired results have been achieved, the teacher re-teaches the material and starts the process all over again. Classroom management is subsumed under the rubric of motivating students.

Gage and Berliner suggest that the teacher should use research and principles from educational psychology to develop proper teaching procedures to obtain optimal results.

The most recently developed model identifies the major categories of variables that have been related to school achievement. The model is not only school-, classroom-, teacher-, and student-based, but includes additional contextual influences as well.

The most direct impact on important measures of school learning are those variables related to Classroom Processes. This category includes two major subcategories (Teacher Behaviour and Student Behaviour) and Other variables include as classroom climate and student leadership roles.

The category of Teacher behaviour includes the subcategories of planning (getting ready for classroom interaction), management (getting the class under control), and instruction (guiding the learning process). In general, planning activities have little predictable relationship to student achievement. Both management and instructional variables are moderately related to achievement, but the lack of a strong relationship may be due to be a factor of teacher inconsistency.

Academic Learning Time (ALT) is one of the best Classroom Process predictors of student achievement. ALT is defined as "the amount of time students are successfully involved in the learning of content that will be tested." There are three components to ALT and each is as important as the other. The first is Content Overlap, defined as "the extent to which the content objectives covered on the standardized test overlaps with the content objectives covered in the classroom." This variable has also been labeled as "time-on-target." The idea is simple: if an objective or topic is not taught, it is not likely to be learned, and therefore we cannot expect students to do well on measures of that content. In fact, to the extent the content is not specifically taught, the test becomes an intelligence test rather than an achievement test. The fact that many educators do not connect instructional objectives to specific objectives that will be tested is one reason that academic aptitude or IQ is such a good predictor of scores on standardized tests. Both tests measure the same construct: the amount of general knowledge an individual has obtained that is not necessarily taught in a structured learning setting[10-14].

The second component of ALT is Student Involvement. If the students are not provided enough time to learn material or are not actively involved while teachers are teaching they are not as likely to do well on measures of school achievement at the end of the year.

The last element is Success and it is defined as "the percentage of classwork that students complete with a high degree of accuracy." If a student is not successful throughout the year on classroom academic tasks, that student will likely not demonstrate success on the achievement measure at the end of the year.

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans from other teachers, or search online or within books for lesson plans. When deciding what teaching method to use, a teacher needs to consider students' background, knowledge, environment, and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise. Students learn in different ways, of absorbing information and of demonstrating their knowledge. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn. A lesson plan may be carried out in several ways: questioning, explaining, modelling, collaborating, and demonstrating.

### **Proposed Way of Learning**

The aim is to incorporate technology for teaching learning methods to create a rich learning experience for students and a rewarding teaching experience for faculty. The two educational models practiced across the globe is face to face learning and hybrid learning the traditional method of teaching and learning is synchronous and typically involves the employment of a classroom where teachers and students interact with each other. This model of teaching is called synchronous. Interactions with face to face and distance learning techniques to disseminate information to members of a learning community. This type of learning blends technology based asynchronous teaching method and traditional teaching method. The asynchronous or hybrid teaching has following advantages. It motivates the

learning process. It offers time flexibility for part time job or other assignment holders. It reduces overcrowded classrooms. Faculty can add more instructions overtime and maximizes student learning. The hybrid teaching model Students perspective is that they can interact better with the faculty and classmates remain engaged. It Improves soft skills students, critical thinking and problem solving. Students technical skill increases. Faculty perspective is that they accomplish course teaching objective better, can re-evaluate course work material. The effectiveness of in-class activity increases. It encourages out-of-class learning. Teaching with technology engages students with different kinds of stimuli involve in activity based learning.

### **Conclusions**

Any teaching method without destroying the objective could be considered as innovative methods of teaching. There searchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students.

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