PEDAGOGICS OF EDUCATION AND CREATIVE TEACHING

Baria Ela T.,

Asst. Professor,

P.V. D. T. College of Education for Women,

S. N. D. T. Women's University,

N. T. Road, Churchgate, Mumbai – 400020

Abstract:

Pedagogy has always been popular in the field of education. Pedagogy means methodology of dealing with anything. Every teacher uses some methodology for his teaching in the class room. In the past, teaching methodology was very simple. The reason being that the process of education was simple then. Moreover, the curriculum was also easy and simple. In that type of teaching-learning programme, simple methods were used in class-room situations. With the passage of time, the curriculum under went changes and so was the methodology changed. In this age of science and technology, there is impact of science on almost everything. The methodology or pedagogics of education isundergoing changes.

Keyword : Meaning of Pedagogics of Education and Techniques.

Meaning of Pedagogics:

According to dictionary meaning, "Pedagogy is commonly understood to mean the science and art of teaching."The word 'pedagogy' is derived from the Greek word pedagogue who means methods and teaching.According to Monroe: "Pedagogy is commonly understood to mean the science and the art of teaching.In the words of G. M. Leith, "Pedagogic of education is "The systematic application of scientific knowledge about teaching, learning and conditions of learning to improve the efficiency of teaching and learning."Richmond says that Pedagogics of Education is "concerned with providing appropriately designed learning situations, which, holding in view the objectives of teaching or training, bring to bear the best means of instructions."According to J. R. Gases, Pedagogics of education "Has to be seen as part of persistent and complex endeavor of bringing pupils, teachers and technical means together in an effective way.

Pedagogic of education offers the means to reach large numbers in remote and inaccessible areas, remove disparity in educational facilities available to the disadvantaged and provide, individualized instruction to learners conveniently suited to their needs and pace of learning.

Teaching an Organization of Techniques :

Teaching is essentially a system. By this we are not depriving 'teaching' of all its significant functional and process components. Teaching is not only a system but a well-organized system, only that we fail to perceive the organization and the order as transparently as we fail to perceive the organization and the order as transparently as we should. The purpose of this present monograph is to lay bare before the teaching community this organization and enable our teachers belonging to all disciplines organize their teaching practices with greater integrity and effectiveness. Most teachers fail as effective teachers precisely because they fail to perceive and use the great potentials of this system which we call teaching.

If teaching is a system it has three fundamental aspects, what we, shall call (a) Approaches, (b) Procedures, and (c) Techniques. A teacher belonging to any discipline goes into the classroom well equipped with, first, an approach. All approaches are axiomatic with as set a fundamental principles at its core. He has a definite theory forms the remote background of his teaching. The teacher at the time of teaching may not be aware of this theory. But all his proximate practices which are our immediate concern in this paper spring from and are based on this theory. This theory will belong to a fundamental discipline to which the particular discipline he is teaching is related. In most cases this theory will belong to (a) psychology, (b) Sociology, (c) Linguistics, or (d) general education. This constitutes the teacher's approach to teaching and determines and directs remotely what he will be doing in the classroom.

The teacher's approach to the classroomthis too is a theory, but one more specific, proximate and related than the first component. This theory is strictly pedagogical while the first one was not. This theory consists of a general pedagogical framework specifically part of the discipline the teacher is teaching. This tells the teacher how he should go about in dealing with that particular discipline.

In the case of, for instance, English Language Teaching the first component may be a theory of psychology and the second component of the teacher's approach may be, say for instance, structural approach.'

The second fundamental aspect of aspect of teaching is the classroom method. While approaches are axiomatic, all methods are procedural. The theories that we have talked about provide the remote directions to the teacher's work in the classroom whereas the classroom methods narrow down the entire thing to aframework within which the teacher will function. Again, more specifically, a method is an immediate guideline or framework within which the

teacher belonging to any discipline or in any sort of classroom organizes his teaching devices in the classroom. This aspect of teaching called classroom method specifies in English Language teaching, for instance, the framework for the teaching of grammar, vocabulary or reading. A particular method specifies the teaching of grammar in one way while another method recommends a different organization of the classroom activities.

The third aspect of teaching as a system is the classroom technique. While approaches are axiomatic, methods procedural, techniques are implementation. Equipped with a remote and a proximate set of principles, and employing a procedural framework the teacher enters the classroom to do his work. As a well prepared practitioner he employs one teaching device after another. Each of these devices we call classroom techniques. These are well defined and systematic activities that the teacher initiates from time to time to induce activities among the learners. These are not casual or random actions done by him. All classrooms of any kindrequirenarration, explanation or description of agiven thing. We call this device a classroom technique. Questioning is another technique. Pictorial illustration is there. In otherwords, these are the concrete things that the teacher does in the classroom to initiate learning.

Some Methods:Group Method:

Techniques in Group Method:

We have labeled the present manner of teaching in the classroom as 'group method' because of its characteristic as a classroom procedure. As a procedure which the teacher is employing at a given class hour to get a quantum of work done; group method consists of any number of techniques. The technique that the teacher employs defines from time to time as part of his overall classroom procedure and controls the student's response. Hence the choice and organization of these techniques of group method are very important and controls the effectiveness of the procedure.

- **Interquestioning:**The teacher's questioning is meant to trigger off some form of activity in the class. Interquestioning is the activity of questioning done by the students themselves. This can be done in a regular class and for present purposes, in group work.

- **Dramatization:**Group work becomes handy for a large variety of classrooms. Language classrooms have found group method most congenial chiefly for developing language material and for providing practice.

- **Role Play:**Role play is currently, recognized as a very important technique for the

communicative teaching of language.

- **Picture Description:** The essence of the particular technique consists in the development of language based on a picture, sketch, diagram or a chart.

- **Projects Preparation:**The very term 'project' specifies that the technique is something that can easily and effectively go with group method. Preparation of projects has been intrinsic to all aspects of teaching and to all disciplines.

- **Outdoor Activities:**The project method of teaching is not restricted to the four walls of classroom but can be conveniently extended outside the classroom. This way the part enlarge method of teaching is applicable to all disciplines which have scope of work outside the regular classroom.

➢ **The Tutorial System in Teaching:**

The tutorial method of teaching has long since been a partial answer to the drawbacks of the traditional classroom especially in colleges and universities. All the same hardly any attempt is made to understand its potentials and tap the resources of this method in classroom teaching. Why do the learner, the teacher and the teacher educator constantly look up in wonder not knowing how to deal with the situations that crop up in classroom teaching from time to time? What are these problems? The learner in the classroom finds himself in a precarious position. He ordinarily looks for (a) involvement, (b) alteration in the learning stimuli, (c) interaction with his peergroup, (d) clarity in the teacher's presentation, (e) demonstration of theoretical components in this practical dimensions; (f) departures from the syllabus core to extra learning experiences and so on. In otherwords the student does not wish to be a guinea pig submitted to strict physiological conditions, but as we have all the while been stressing, he calls for intelligent manipulation of his learning environment and utilization of his creative potentials to obtain optimum satisfying interaction with others.

➢ **The Seminars in Teaching:**

The seminar as a form of academic activity undertaken independent of as well as part classroom teaching isplaced between the lecture method and the workshop method, with respect to its level of formality. By seminars we usually understand an academic get-together in which well-prepared papers are read by one or more persons followed by discussions of a variety of kinds. The reading of papers is most fundamental to seminars. Seminars are not limited to the portals of schools and colleges; various organizations hold

seminars as a usual practice.

➢ **Project Method:**

Project method of teaching is usually seen as something unrelated to classroom teaching and as such not part of the curriculum. We have already seen how projects are essentially curricular and these resources can be tapped for regular classroom teaching. The present work conceives of projects at two different levels; curricular and co-curricular which also includes extra-curricular dimensions of projects. The teacher needs to be fully aware of the curricular dimensions of project method. Projects are systems that can bring into the classroom aspects and dimensions of life that the textbook or other instructional materials do not. A project can enumerate from the classroom or from at home depending on the role the teacher plays in the origin of a project. Whatever be the original conception the material that goes into the project belongs to sources outside the classroom. By means of the project these materials are selected, coordinated and organized, and are presented to the class for its study and perusal. In otherwords projects do the function of bringing into the classroom aspects and dimensions of experiences that are not ordinarily available to the classroom.

Conclusion:

Teaching-learning process is becoming more and more complex day by day. Analysis of the same reveals the growing complexities of different situations concerned with teaching learning. Pedagogics is expected to cover up each and every aspect. That indicates the ever widening scope of pedagogics of education.Every aspect of teaching, learning and the process of teaching learning is being modified, updated and thus enriched by the new modernized pedagogics of education.We are inviting social and moral catastrophe the moment we try to commercialize our practice in the classroom. The dangers are several. The teacher remains always relatively low-paid and this generates in him a sense of inferiority regarding this social status and things related to it. This feeling significantly affects his classroom practice and brings down his morale. There is a greater sense of security attached to this profession and the teacher tends easily to fall prey to lethargy. The teacher by and large remains more educated than those belonging to other professions.After the entire teacher is a creative individual additions and alternations in the teaching techniques he employs in the classroom enables him to meet ability variations in the class as well as create additional enthusiasm among the learners.

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