ADVANCE PEDAGOGY : A NEW APPROACH TO CLASSROOM INTERACTION

Mrs. Pratibha Ursal,

Assistant Professor,

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

Churchgate, Mumbai – 20.

Abstract :

When schools became organized around the 10th century, the writings and methods of the great teachers, such as Socrates and Lao-Tse, were forgotten, and teaching meant transmitting contents by teacher to the students. This method maintained that the students are "empty vessels" and the teacher can "pour" knowledge into them. This approach to learning was called 'pedagogy'. In pedagogy, the concern is with transmitting the content, while in andragogy the development is based upon a process Design and manages a process for facilitating the acquisition of content by adults. Hence, Pedagogy means the art and the science of teaching or learner focused education for people of all ages.

An effective teacher in the classroom places a high premium on optimum student involvement by creating interactional situations of the kind we have seen so far. In several cases these situations occur simply by virtue of the techniques the teacher uses from time to time depending on the nature of the lesson he is teaching. The techniques are such that a certain degree of student involvement occurs without the teacher being conscious of it or without manipulating the classroom situation in any special direction.

**Keywords :** Pedagogy, Interactional situation, classroom interaction, etc.

Introduction:

When schools became organized around the 10th century, the writings and methods of the great teachers, such as Socrates and Lao-Tse, were forgotten, and teaching meant transmitting contents by teacher to the students. This method maintained that the students are "empty vessels" and the teacher can "pour" knowledge into them. This approach to learning was called 'pedagogy' and was derived from the Greek words "paid" meaning "child" and 'agogus' meaning "leader of." In pedagogy classroom, the teacher is responsible for all decisions about learning. Today, however,

the term "pedagogy" has taken a new meaning. Now, with many schools using active inquiry techniques, the term "pedagogy" does not really refer to passive methods of teaching and learning. In fact, it now closely resembles the term "andragogy" (andr means man) except it is used to refer to children and not the adults. In pedagogy, the concern is with transmitting the content, while in andragogy the development is based upon a process Design and manages a process for facilitating the acquisition of content by adults. Hence, Pedagogy means the art and the science of teaching or learner focused education for people of all ages.

Lee Shulman (1986) developed a new framework for teacher education by introducing the concept of pedagogical content knowledge. Shulman believes that for preparing more effective teachers, teacher education program should combine the two knowledge bases, content and pedagogy.

SHULMAN'S MODEL OF TEACHING PROCESS
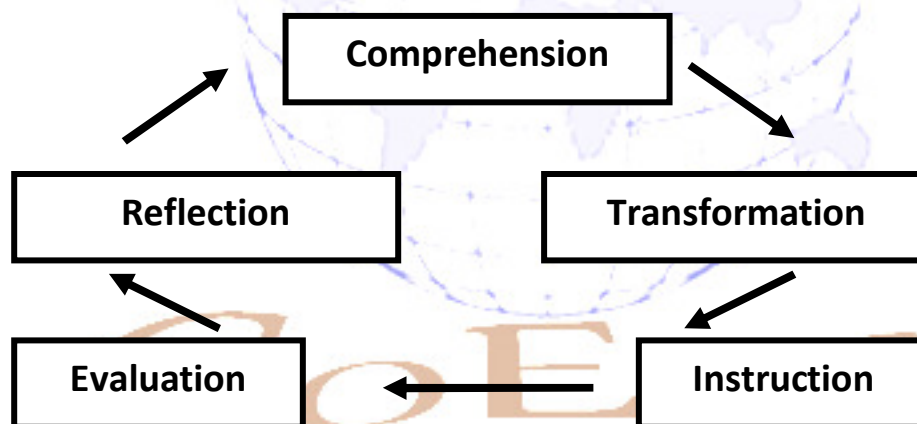
Thus, pedagogical content knowledge includes an understanding of how particular topics, problems, or issues are organized, presented, and adapted to the diverse interests and abilities of learners.

Pedagogical Analysis of finding answers to the following questions:

Why to Teach?   Aims/Learning Outcomes

What to Teach?   Content/Concepts

How to Teach?   Approaches to teaching & learning

In pedagogy, development is based upon a content plan :

What content needs to be covered?

➢ How can this content be organized into manageable units or modules?

> How can this content be transmitted in a logical sequence?

> What would be the most effective method for transmitting this content (media)?

> What will be learning outcome?

Content-specific Interactional Situations

Interactional situations are conceived of as language-specific and content-specific depending on the specific purpose for which the interactional situation is created. We shall examine in general in the present section what constitutes the content-specific interactional situations. These are envisaged keeping in mind non-language subjects which are content-oriented except courses and subjects which are content-oriented except courses and subjects that teach a skill such as tailoring or type-writing. Even in such courses the theory component is content-specific. Content-specific courses employ a variety of techniques to put across a *given quantum of information about a component of theory or a component of practice*. Classroom interaction or an interactional situation is employed as a means to (a) present the new content matter (organized information) (b) consolidate the knowledge of the given Content matter and (c) revise the knowledge of the material. In a regular classroom organization the revision of previously taught material may be the starting point, followed by the presentation of the new material and then a variety of ways of consolidating the knowledge of the information. The following interactional situations could be thought of in the present context:

(a)   *Questioning* is used as the principal technique for the revision of a previously taught unit of content matter, say, in geography. The questions are content-based and aim at answers from the class rising information that the already taught unit contains. The questions do not aim at any kind of practice that may be the case with language-specific lessons.

(b)   *Reading aloud* from the textbook to present the new unit of content-matter is a technique widely used in content-specific teaching. This becomes an interactional situation when the teacher stops in between, poses a question, makes a comment, gives an explanation, asks a question, invites a question based on a given cue, attempts to establish a link between the past units and the present one. The degree of interaction depends on the level at which the students can make a comment, ask a question, make a clarification, answer a question, correct another student's answer are statement and so on;

(c)   ***The lecture form of presentation using the narrative technique*** without reading from the text is a method of subjects in schools. The lecture method of presentation has numerous ways of combining with it techniques that are essentially interactional by nature. The same techniques mentioned /above as part of reading aloud from the textbook are applicable in this method too. The lecture method of presentation assumes the level of an interactional situation depending on the number of interactional acts the teacher is able to integrate with the method.

(d)   ***Seminar method*** can be introduced in the classroom for presenting new content with a view to providing interactional situation. Here two or three students can be helped to prepare a new unit. These students can be asked to read same prepared material for the class. This will be followed by a question-answer session which the teacher can exploit for initiating considerable degree of interaction.

(e)   ***An overhead projector*** comes handy in presenting content-matter centered around a diagram, a model, an outline or a picture. The projection in the classroom is used as the basis for a great degree of classroom interaction. Numerous interactional acts such as questioning, explanation, comments, inter-questioning (between pupils), description by pupils etc. can be centered on the projection. The teacher can carefully organize these interactional acts.

(f)   ***Group method*** can be applied by content-specific classes for consolidation and revision of the unit already introduced. After the teacher's work of presentation of the new unit the class can be yoked to group tasks. Numerous techniques that can go with group method can be employed to initiate optimum interaction in the group work.

The chief purpose in this context is to make the teacher of a second language like English as well as teachers of other non-language subjects to be aware of the areas in classroom teaching that can offer optimum classroom interaction.

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