

## PLANNED GROUP DISCUSSION IN CLASSROOM

Dr. Dond G. R.,  
College of Education,  
Nashik

### Introduction :

We suffer today not so much from split of atom as from split of mind. A man's culture is to be judged not by amount of tabulated information but he has at his command by the 'quality of mind'. Quality means willingness to satisfy the learner

Teacher & learner are equally responsible to achieve goals of TL Process. Everyone made his experience by observation of natural world using their senses he draw inferences using cause-effect relation. These inferences lead the child to form theories about how the world operates. Thus everyone should be a theory-builder-learner collect their ideas, beliefs and models using sense-organs. Curiosity and imagination are the heart of inquiry. Inquiry classroom create opportunities for their own learning individually & as a members of the group. Group work allows students to build Self-Confidence promoting positive interdependence by dividing the workload, providing joint rewards, holding individuals and getting learner actively involved in helping each-other. Inquiry gives opportunity to learner to conform their funda's and generate to test in daily life. Teacher's behaviour should be competent as a paramount. He should use different styles of presentation, organisation, questioning skills than traditional setting. We should be teaching student how to think instead are primarily teaching them what to think.

### Teaching strategy :

quality of teacher depends-upon reinforcement, training social status & conditions of work of teachers. Teaching needs radical change to develop learning climate, exploring, predicting, problem-solving, researching and investigating concept. Teacher's belief-system will decide his teaching strategies & create a learning environment. Beliefs are culturally bound & our early environment influence its information beliefs are difficult to measure but his every action & acts as per he believe in.

Students have freedom & autonomy. Use of higher-ordered questions like 'How', 'Why' reflect analysis, synthesis & evaluation. Multimedia or multisensory resources generate different themes. Instructional methods such as team teaching, brainstorming, experimental learning, co-

operative learning, problem-based learning & discovery learning require a group. Student require support of coaching, tutoring, hints, feedback, reminders known as scaffolding. Teacher can provide concrete experiences that allow students to construct their own meaning full concept. Social approach involves authentic real-life tasks & beliefs of individuals. Teacher can follow steps for planned group-discussion.

1. **Question-** learner asks questions on concept & teacher gives various applications by questioning.
2. **Read-** student uses different material & references of library & internet.
3. **Reflect-** learner thinks as per question & prepares answers of questions.
4. **Recite-** In a group learner discusses & gets practice of remembering points.
5. **Review-** for getting accuracy learner review their learning material again & again

Teacher will assess student by planned group-discussion

#### Learning-Style :

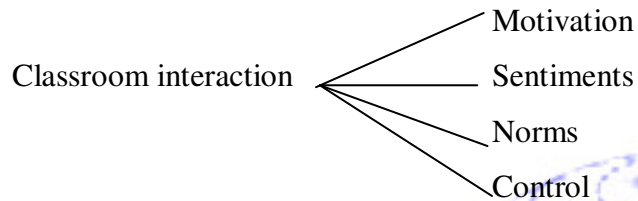
We have increasing proof that human intelligence is expandable proper skill can actually improve their learning ability. To boost your learning ability.

1. **Look at the big picture first-** This will help anchor in your mind – previewing inspire what you then read.
2. **Slowdown & talk to your self-** What? How? Why? Think & challenge about reading content.
3. **Practice memory enhancing technique-** To transfer short term to long term memory. Prepare learning clues, memories.
4. **Organize facts in to categories-** To make learning easier analyse new material & divide it into meaningful frames.
5. **Focus your attention-** For application of knowledge try to reduce abstracle & distraction to achieve goal.
6. **Discover your own learning style-** Try self-analysis about learning time, environment & support system.

Thus effective learning requires engagement by asking questions through curiosity. Exploration by asking probing questions to acquire need base information. Explanation by asking justification to understand concept. Elaboration by group work to apply concept & skill to new situation. Evaluation by asking evidence of thinking of concept.

**Planned-group-discussion:** A group is social unit consisting of a number of individuals who stand in role & status relationship to one another stabilized in some degree the time & who possess a set of value of norms of their own regulating their behaviour.

Classroom is a subsystem of social system group interaction depends upon following



The following verbal behaviour indicates group spirit in the classroom.

- We share & accept the abilities of each-other
- we respect Opinion of others & decisions taken by the group.
- we respect opinion & observe self-control
- we remain responsible for our work & co-operate in tasks

Norm is a way of behaviour among group. It is positive force to achieve goal. It is general group-attitude & belief system of a group. The effectiveness of group depends upon personal ability of pupils, environmental context, the nature of talks & quality performance of leadership. The success of group will depends upon teacher's outlook optimism, understanding & encouragement as well as teaching skills for group academic achievement. The group-discussion depends upon five factors.

1. **Positive autonomy**- free to ask question & present student's voice
2. **Promotive interaction**- environment should be inspirative to interact each-other.
3. **Individual & group-accountability** – each member should responsible to study the content.
4. **Interpersonal & social skills** – leadership, decision-making, trust-building & easy communication as well as conflict-management.
5. **Group-processing** – listening, giving feedback, encourage, support & motivate a for social learning.

#### **Role of teacher :**

Designer of instruction should know the types of learning out comes such as verbal, intellectual skills, cognitive strategies, attitude & other motor skills. Asking starter questions,

prompts, pausing through provoking questions establishing group-interaction, valuing student responses, encouraging speaking, listening and critical thinking skills monitoring student progress. To direct energy of group into constructive channels. To develop thinking skill of self directive and self-inspired learning. To develop courage of asking question logically & scientifically in the class.

The teacher should give maximum opportunity for maximum freedom & openness for discussion. He should gives support to develop group & individual leadership.. Teacher should follow interactive teaching. Academic maturation, classroom climate & academic performance increases due to effectiveness of teacher's interaction with the classroom group, usual media, teacher behaviour & teaching style. Teaching strategy of discussion by using instructional material was found to be more effective than lecturing & question-answering.

Thus the teacher is a leader of the classroom group. The pupil identifies them selves with their teacher, their classmates and their school. Now, it is the teacher's responsibility to develop leadership responsibilities & capabilities in pupils. Teachers can study their own teaching styles, do the self-evolution of their own work to improve the climate of the class and ultimately affecting performance of the pupils.

#### References:

1. Desai, D. B. **Researches on classrooms**, Case Monograph MSW Baroda, 1980
2. Dorwin Cartwright, Alvin Zender, **Group dynamics Research & Theory**, Harper and Row, Pub, New York, 1953
3. Malcolm and Huldo Knowles, **Introduction to Group Dynamics**, Association press, New York 1959
4. Richard Coop, and Kinnard White, **Psychological Concepts in the classroom**, Harper & Row, Pub. London, 1978