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Teaching Methods: A New Societal Approach

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Abstract- The teacher plays a vital role in students' learning. I think main motive of the education should be to build the overall character and to bring the all-round development of the students. A sound education system is the prerequisite for the development of any nation. This is a well-known fact that our education system still relies on traditional methods and there is a need to combine the traditional teaching with modern teaching aids for a better and advanced education system. The main objective of this article is to focus on the analysis of teaching techniques, ranging from the use of the blackboard and chalk in old traditional classes, using slides and overhead projectors in the eighties and use of presentation software in the nineties, to the video, electronic board and network resources nowadays. Whether traditional or modern methods of teaching are adopted, the teacher has a desired outcome in mind. The main difference is in ensuring that learning is permanent and the student is able to draw connections between what is taught with the real world. The teacher's importance is not undermined whether one uses the conventional method of teaching or introduces technology in the classroom. There is no point in discussing that which teaching method is better than the other? Instead we should concentrate on providing the best education system to the students as it's the students who will run the nation in future. I think we can develop a better education system only if we will be able to combine both the traditional and modern teaching methods.

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Teaching Methods: A New Societal Approach

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Abstract- The teacher plays a vital role in students' learning. I think main motive of the education should be to build the overall character and to bring the all-round development of the students. A sound education system is the prerequisite for the development of any nation. This is a well-known fact that our education system still relies on traditional methods and there is a need to combine the traditional teaching with modern teaching aids for a better and advanced education system. The main objective of this article is to focus on the analysis of teaching techniques, ranging from the use of the blackboard and chalk in old traditional classes, using slides and overhead projectors in the eighties and use of presentation software in the nineties, to the video, electronic board and network resources nowadays. Whether traditional or modern methods of teaching are adopted, the teacher has a desired outcome in mind. The main difference is in ensuring that learning is permanent and the student is able to draw connections between what is taught with the real world. The teacher's importance is not undermined whether one uses the conventional method of teaching or introduces technology in the classroom. There is no point in discussing that which teaching method is better than the other? Instead we should concentrate on providing the best education system to the students as it's the students who will run the nation in future. I think we can develop a better education system only if we will be able to combine both the traditional and modern teaching methods. There is a difference in the opinion of the people regarding the use of traditional teaching methods and modern teaching methods. Some people say that traditional teaching methods are best for imparting the education in the students while some favour that we should use modern teaching methods for giving quality education. In my view there is a need of maintaining the balance between the use of traditional and modern teaching methods. Both traditional and modern teaching methods should be used simultaneously for the betterment of education. A teacher must be a good pedagog to see and understand all the students' individual abilities. Some methods work for one person well, but the same one might not work for another person at all. Understanding the student help you choose the way of teaching.

I. Introduction

Which methods of teaching have our teachers used, and we grew up with? Which methods do we use nowadays? Has something changed? Can we, today, talk about "those traditional" and "these modern" approaches of teaching? What, in fact, we can name as "traditional" and "modern"? Is there a border where we can distinguish or separate one from another? All these questions show the big importance of knowing the terms: methodology, traditional, modern...Traditional method of teaching is "teacher-dominated interaction". Teaching is deeply teacher centered and teachers are the source of the knowledge, while learners are passive receivers that must memorize things. Modern method is "student centered" method based on "help learning to happen"-role, communication, interaction, helping students to explore method. These days, especially at private schools, we have great possibilities in what a teacher can do with the students, in terms of teaching methods and usage of all optional aids in the classroom. With this freedom in teaching we also have an enormous number of ideas to use. Since the time we spent with our students is very precious, teachers' crucial task should be: comparing, analyzing and evaluating the methods they use to motivate the students and to make learning as effective as possible. A teacher must be aware of all advantages and disadvantages in using all types of methodologies. There is no one best or worst method, or one method simply the best for everything and everybody. The central factor in the choice of methods is the learner's need and character. A teacher must be a good pedagog to see and understand all the students' individual abilities. Some methods work for one person well, but the same one might not work for another person at all. Understanding the student help you choose the way of teaching

Although mixed- and multiple-method research designs are currently gaining momentum and popularity, it is essential that researchers undertake a critical analysis of the process of mixing "mainstream" research designs with newer methods before commencing. In ethnography, not only are there multiple approaches to data collection, but each approach also spans the competing paradigms, thus making the term mainstream ambiguous because these mainstream techniques are reasonably different from one another. When critically appraising the combination of ethnography and auto ethnography, researchers must evaluate paradigmatic philosophies and methods of inquiry for commensurability and delineate the advantages and disadvantages of combining methods as they relate to each paradigm.

Much emphasis has been placed in the higher education literature, to the understanding of the manner and process of providing education. Specifically, the emphasis on using innovative teaching practices such as information and communication technologies, the internet as well as various computer programs, simulations, case studies on real and virtual work environments, have been investigated in an attempt to

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understand current demands and move the discipline forward. Despite the availability of the former teaching practices, students mainly prefer personalized teacher centered methods; they also recommend the aforementioned practices as ancillary tools to the traditional method, rather than key learning tools in the courses taken.

Till now we have studied that both modern and traditional teaching methods have their own pros and cons. So it will be beneficial for our education system to combine the advantages of traditional and modern teaching methods for effective teaching. Here main question arises that how we can combine both traditional and modern teaching methods for effective teaching? Let me explain this with following points Blackboard and LCD projectors can be used simultaneously in a classroom; for teaching complex mathematical equations teacher can use blackboard while theoretical subjects can be taught on a LCD projector with the help of slides. Practical subjects of basic sciences and engineering can also be taught best with the help of combination of both traditional and modern teaching methods. Teacher can explain the theory on a blackboard and for better understanding of the procedure of the experiment videos or animations can be used. There is also another aspect through which we can combine both traditional and modern teaching methods for better teaching. Teachers can teach the subject first through traditional methods and then can take the help of modern teaching methods for revising the subject. I think main motives of the education should be to build the overall character and to bring the all-round development of the students. There is no point in discussing that which teaching method is better than the other? Instead we should concentrate on providing the best education system to the students as it's the students who will run the nation in future. I think we can develop a better education system only if we will be able to combine both the traditional and modern teaching methods. . Various learning technologies (such as computer and multi-media resources) are increasingly being used in support of the learning process, presenting new challenges and opportunities for staff and students. A major resource being used more frequently is the World Wide Web (WWW).

The teacher's importance is not undermined whether one uses the conventional method of teaching or introduces technology in the classroom. The teacher plays a vital role in students' learning. No machine can take that place. But the teacher's role in the assessment is to encourage the student to develop his/her ideas more. The teacher should write a paragraph asking the student some interesting questions which challenge the student to think a little more carefully about his/her answer.

Education specialist Ramsden (1998, p. 355) asserts: "The picture of what encourages students to learn effectively at university is now almost complete." Anecdotal evidence and arguments based on theory are often provided to support such claims, but quantitative studies of the effects of one teaching method versus another are either not cited or are few in number. DeNeve and Heppner (1997), for example, found only 12 of the 175 studies identified in a 1992 through 1995 search for "active learning" in the Educational Resources Information Center (ERIC) data base made comparisons of active learning techniques with another teaching method.

II. Conclusion

Whether a particular education system is of high or low quality can be judged in terms of input, output and process. Until recently, however, much discussion of educational quality is centered on only system inputs in terms of the provision of teachers, teaching materials and other facilities, and on output in terms of students' achievement. However, due to financial constraints, the government has realized that improving the quality of education through improved input is more difficult. Thus, the government chose to improve quality of education by improving the teaching-learning process, which it assumed as cost-effective. This study thus, was aimed at finding out the extent to which the innovative approaches of teaching and learning are employed, to identify the factors that affect its implementation, and finally recommend better ways and means for further improvement. By employing a descriptive survey research method, the study found out that although the employment of innovative teaching and learning is emphasized in the policy, currently traditional lecture methods, in which teachers talk and students listen, dominate most classrooms. The common obstacles found are: the Ethiopian tradition of teaching and child upbringing, lack of institutional and learning resources, teachers' lack of expertise, inappropriate curricular materials for active learning and students' lack of prior experience to actively participate in the teaching and learning process.

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