



Principle & Maxims Of Teaching

Love Your Parents & Profession

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Teaching Principles

Teaching – learning process has occupied an important field of education. Both are two fundamental aspects related to each other. The principles of teaching are classified as follows:-

1. General principles of teaching
2. Psychological principles of teaching
3. Principles of teaching



GENERAL PRINCIPLE OF TEACHING

1. Purposeful – based Teaching.
2. Child – Centered Teaching.
3. Experience – Based Teaching.
4. Activity – Centered Teaching.
5. Evaluation – Based Teaching.

Psychological Principles of Teaching

- ➔ Education has transformed itself into child-oriented education .
- ➔ The concept of child-oriented education is the gift of psychology.
- ➔ Important to students abilities , capabilities , mental level , interests & age.

IMPORTANT PRINCIPLES

1. Principle of activity or learning by doing.
2. Principle of play-way.
3. Principle of motivation.
4. Principle of self education.
5. Principle of individual difference.
6. Principle of goal setting.
7. Principle of simulation.
8. Principle of association.



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9. Principle of readiness.

10. Principle of effect.

11. Principle of exercise & repetition.

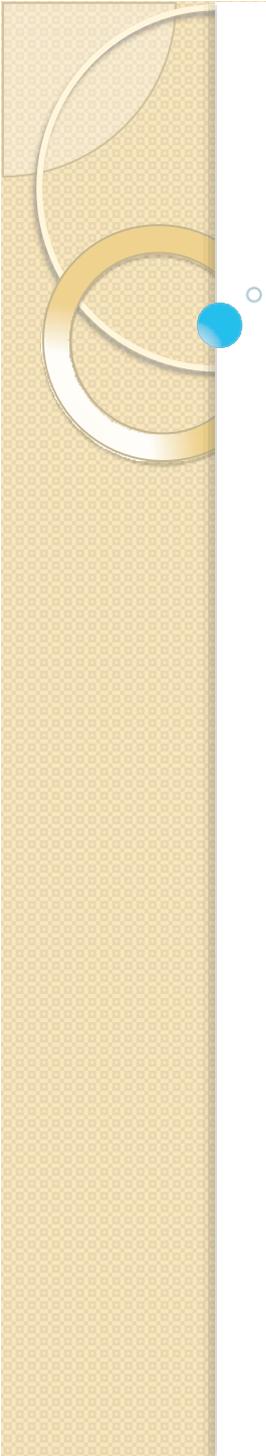
12. Principle of change or rest.

13. Principle of feedback & reinforcement.

14. Principle of training of senses.

15. Principle of group dynamics.

16. Principle of creativity.



Principle of Activity

1. Child as a “Hero” in the drama of education.
2. Teaching is to keep the children active in the class.

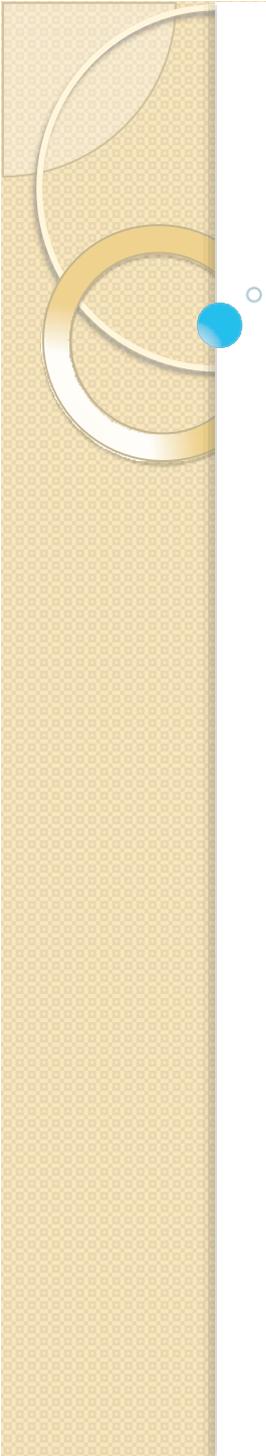
Principle of play-way

- ◆ Related to principle of learning by doing.
- ◆ Play is the chief activity of childhood-
Froebel.
- ◆ It gives joy ,freedom ,contentment , inner ,
outer peace.



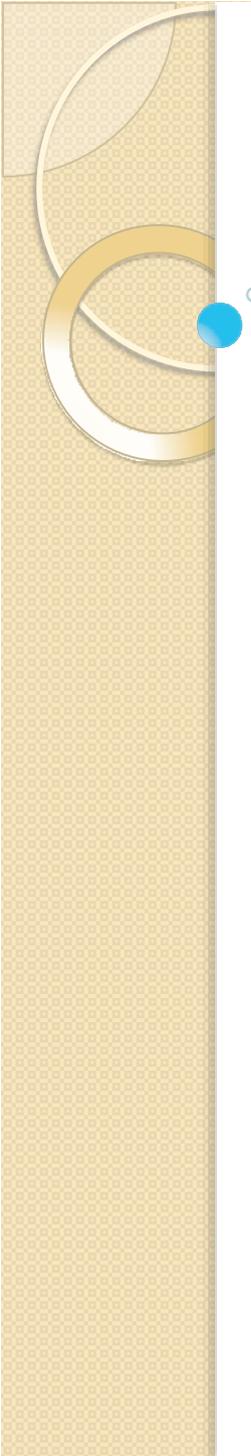
Principle of Motivation

1. Satisfying the curiosity of children.
2. Utilizing all the senses of children.
3. Relating closely body & mind .
4. Linking teaching-learning with life.



PRINCIPLE OF SELF EDUCATION

1. Best teaching is enabling the child learn by this own efforts.
2. Teaching enable the child to work independently & without the teacher at a later stage.
3. Encourage students in the development of their natural desire to work .



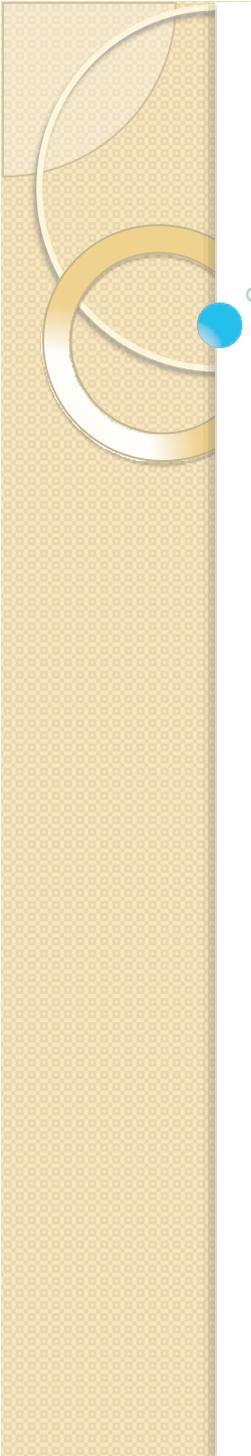
Principle of individual difference

1. No two children are alike.
2. Teaching to be effective must cater to individual difference of children.



Principle of Goal Setting

1. Definite goal according to the standard of the each students.
2. Short term of immediate goals should be set before small children .
3. Goals should be very clear & definite & understand by children.



Principle of Stimulation

Teaching is the stimulation , guidance ,
direction & encouragement of learning –Burton.

Principle of Association

- + If wants to go together should be put together.
- + Discuss at various places ideas & thing associated in a number of ways.



Principle of Readiness

1. Prepare for action.
2. Make the mind to participate in the teaching – learning process.
3. Teacher must be alive to this principle.

Principle of effect

- ✿ Response is strengthened if it followed by pleasure.
- ✿ Response is weakened if it followed by displeasure.



Principle of Exercise or Repetition

Exercise strengthens the bond between situation
& response.

Two subparts

- (i) . Principle of use.
- (ii). Principle of disuse.

Principle of Change & Rest

- ★ Fatigue, lack of attention overcome by providing change, rest & recreation.
- ★ While framing the time table that the students do not experience boredom & fatigue.
- ★ Two consecutive periods of a subjects are not provided in a class.



PRINCIPLE OF FEED-BACK & REINFORCEMENT

Praise, grade, certificate, token
money & other to incentives make the
learning joy able.

Principle of training of senses

- Senses are gateways of knowledge .
- The power of observation discrimination , identification ,generalization & application are developed through the effective functioning of senses.



Principle Of Group Dynamics

1. Group behavior , changes the behavior of the members of the group.

2. A suitable climate for group to be created in the classroom.



Principle of Creativity

1. Provide opportunities to the students to explore things events & find cause-effect relationship .
2. Creativity explored & developed to the maximum extend.

MAXIMS OF TEACHING

“Maxims of teaching have been discovered, not invented, They are simply statements of the way in which teaching & learning go forward, They ensure effective & efficient teaching”

- An Eminent Educationalist

Introduction

Distribution of the knowledge & the teacher ability , both are separate

Teacher needs two things

(i) The complete knowledge of the subject matters.

(ii) The scientific knowledge of the teaching styles for disseminating the knowledge to the pupils.

Meaning

- ✘ Psychologist introduced the laws of learning , Educationists have presented their experience & decision in the form of maxims considering their laws & elements as the basis of teaching.
- ✘ Experience & decision ,performed in the form of maxims have been named as “Maxims of teaching”.

MAIN MAXIMS OF TEACHING

- (i). From simple to Complex.
- (ii). From known to Unknown.
- (iii). From seen to Unseen.
- (iv). From concrete to Abstract.
- (v). From particular to General.
- (iv). From whole to Part.
- (vii) From indefinite to Definite.
- (viii) From psychological to Logical.
- (ix). From Empirical to Rational

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(x) From Analysis to Synthesis.

(xi) Follow nature. (xii).

Training of Senses.

(xiii). Encouragement to self- study.

From Simple to Complex

- Teaching is to be made successful & essential by using a maxim called “**From simple to complex**”.
- Teacher should be divided the subject- matter into simple aspects & complex aspect.
- Teacher should tell simple concept first & difficult concepts latter.

Con/-

Example:

(i) Drawing a straight line simple to teacher but difficult to pupils.

(ii) Drawing an animals picture may be viewed by the teacher as the difficult task while it is very easy for pupils.

From Known to Unknown

A good teacher bases this new knowledge on previous knowledge of students.

Example:

Profit or Loss - taught to the pupils by referring to the shopkeepers.

From Seen to Unseen

- ➔ Psychological, the pupils ranging from 6 to 14 years are at perceptual level – only.
- ➔ Teacher use the seen or perceptual things to impart the knowledge regarding unseen or non-perceptual things.

From Concrete to Abstract

The mental development of the pupils begins with the concrete objects & afterwards the gains micro words for them.

Example:

While teaching geography, the knowledge of mountains, lakes, rivers, & oceans or perceptual things or through their models, pictures & lines.

FROM PARTICULAR TO GENERAL

✘ Specific examples should be presented before the pupils first and then the general laws or principles should be derived from those specific examples.

Example:

✘ [Teacher wants to teach , when the solids are immersed in a liquid, They lose their weight , he should perform two experiments before this pupils , First ,the solids should be weighted in a liquid]

✘ Pupils observed & testing from their own.

From Whole or Part

Gestalt : Perceive the objects as a whole & then its parts .

We gain knowledge about the “ Whole “ first & then its “ Parts “.

Ex:

When we see some tree, our attention goes on the entire tree , then on its stem , branches & leaves etc – “Gestalt Theory”



◦ **From Indefinite to Definite**

- (i) Pupils intellectual development proceeds from indefinite to definite.**
- (ii) Through sense organs , gaining the knowledge regarding different objects while living in the contact of this parents , brother – sister , other family members.**
- (iii) On the basis of this gained knowledge , the gradually develops this personal concepts regarding objects.**

PSYCHOLOGICAL ORDER:

1. Knowledge should be presented according to the age of pupils, cursorily, needs & acquiring power.

Logical order:

1. Knowledge before the pupils dividing , it logically into various units.
2. Presenting the knowledge logically , the pupils interest, age & acquiring –power are over –looked .The presentation of the knowledge in psychological order is definitely better & useful instead of teaching in a logical manner. In lower –classes teach by using psychological order but logical order must be adopted as the pupils enters higher classes along with mental development.



3. In other words , we should proceed from psychological order to the logical order.

From Empirical to Rational

1. **This maxim means to make the pupils empirical knowledge more rational , so that it becomes valid & definite.**
2. **Empirical knowledge is gain by the pupil through this own observations.**

Examples:

Freezing of water in winter & converting water into steam in summer.

similarly pupils looks everyday rising up & setting down the sun.



If the question rises to the pupil about the freezing & steaming of water , they will not able to answer scientifically & logically.

3. It is necessary for a teacher to make the pupils empirical knowledge more rational , it makes the pupils knowledge more true & definite.



From analysis to

Synthesis

Analysis means breaking a problem into convenient parts and synthesis means grouping of these separated parts into one complete whole.