# Domineering Methods of Teaching

JAYESHKUMAR B. BHARVAD
Ph.D. Scholar,
Singhaniya University, Rajasthan

**Abstract:**
*A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students. Newer teaching methods may incorporate television, radio, computer, and other modern devices. Some educators believe that the use of technology, while facilitating learning to some degree, is not a substitute for educational methods that encourage critical thinking and a desire to learn. Inquiry learning is another modern teaching method. Here the author wants to convey the domineering methods of teaching.*

**Keywords:** demonstration, *Domineering, Lecture, Methods of teaching, Tutorial*

## 1. Introduction

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge ability and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

## 1. Lecture Method

Lecture method can be considered as the oldest teaching method. It is based on the philosophy of idealism. Lecture is generally described as a teacher centered teaching method involving one way communication. According to James Michael Lee "a lecture is a pedagogical method whereby a teacher formally delivers a carefully planned expository address on some particular topic". Nowadays most of the teachers are using lecture method. However, all lectures are not effective and interesting and a number of drawbacks have been pointed out by educators. But lecture continues to be one of the chief methods of teaching as it has certain conveniences. The student-teacher ratio can be large, which in turn helps to reduce financial commitment of an institution as well as to economize time and effort. It is a flexible method as teacher can adopt themselves to the subject matter, achievement level of students, time limit, etc. a competent teacher can make the lecture meaningful and interesting by posing problematic situations and by

using interesting and illustrative mediators. Many strategies have been designed to make the lectures result in thorough and meaningful verbal learning.

**2. How to Prepare and Deliver More Effective Lectures**

1. Don't be so rigid with the plan of the talk changes. It should be made according to the nature of the learners.
2. It is probably better to outline the lecture notes than to write everything in full.
3. Distribute among the audience appropriate reading materials prior to the presentation.
4. A good beginning is an important factor for an effective lecture. A lecturer must capture the learner's attention. Make use of stimulating audio-visuals, demonstration and provocating questions.
5. Use a variety of 'mediator', with a view to make unfamiliar ideas familiar. Common place examples, analogies, anecdotes, famous incidents, stories, etc. can be effective mediators.
6. The appropriate use of humor is a wonderful means of stimulating attention and imagination.

**3. Situations when Lecture Method can be effectively used**

1. In the introduction of a new topic.
2. In the introduction of new instruments.
3. Revising and summarizing lessons.
4. Presentation of supplementary information.
5. Covering the syllabus quickly.
6. Presenting the history of plants and animals.
7. Passing on biographical information about scientists.
8. Presentation of factual information.

**4. Compensation of Lecture Method**

1. It is easy for the teacher to prepare and execute.
2. Large number of students can be handled at the same time.
3. It economizes time and effort.
4. The teacher can express his ideas very effectively by his tone, gestures and facial expressions.
5. It provides better opportunity for clarification of important things.
6. It can be organized in accordance with the principles of educational psychology.
7. This method is more helpful in introducing a new topic.
8. Lecture method develops good audience habits.
9. It provides opportunities of correlating events and subjects.

**5. Disadvantages of Lecture Method**

1. Lengthy lectures can easily lead to boredom
2. It does not encourage pupil activity unless the lecturer is extremely competent.
3. In it, the students are generally passive recipients.
4. The average students may not be able to fix up his attention to a lecture of say45 minutes. During this span his attention may be diverted.
5. In this method more content may be covered, but less learning may take place.

6. A lecture may become monotonous to the pupils after a while. Very few teachers can keep interest up-to the end.
7. There is no way to know the real reaction of pupils. Whether they are attentive and understand the lesson is rather difficult to know.

**6. How to Evaluate a Lecture?**

The evaluation tool may contain the following factors:

1. The speakers content expertise
2. The language used
3. The degree of transparency of presentation
4. Extent of realization of objectives
5. Use of audio visual aids and other mediators
6. Attention and intellectual participation of students
7. Extent of stimulus various
8. Appropriateness of the method to the content

**7. Demonstration Method**

Demonstration means showing how something is to be done and not to be done. Through demonstration a teacher presents a task requiring some skill before the students. The student's role is that of the observer and recorder of information and skills. Demonstrations are most effective when followed by a corresponding student-activity. This method is especially desirable when…

- The apparatus to be used is very costly
- Experiments involve a slight danger
- Apparatus is very sensitive and unsuitable for children to handle
- Several experiments are to be performed sequentially

**8. Characteristics of a Good Demonstration**

1. All pupils should be able to observe the demonstration.
2. Apparatus, specimens, models, etc. should be as large as possible and graduation in any instrument used should be prominent.
3. Attention must be given to the adequate lighting of the demonstration table.
4. Make sure that all the materials and illustrations are nearby when the demonstration begins apparatus should be arranged in the proper order.
5. Before demonstration, adequate and specific instructions for observation must be given to pupils.
6. Whenever possible, involve students in the demonstration.
7. The demonstrated items should be removed from the vicinity of the pupils when its use is over.
8. When several tasks are to be demonstrated during a lesson, they should not be shown all at once.
9. Breakdown the demonstration into a simple step by step pattern so that it can be neither too fast nor too slow.
10. For recording the data pupils should be given sufficient time.
11. Prior to demonstration, the teacher should conduct a thorough rehearsal.

12. Control experiments play a great part to clarify details.
13. Time and season for practical work should be considered.
14. There must be an element of curiosity, anticipation or surprise associated with the demonstration.
15. A black board behind the demonstration table will facilitate summarizing the related principles and key concepts, in time.

**9. The Tutorial Method**

This method of teaching was said to be invented by Socrates. It sprang from the character of the Greek people who loved asking questions and arguing them out. Socrates thought that teaching might mean, not pouring new ideas into an empty brain, but drawing out from the mind those ideas that lay concealed. This was done by asking the student a series of questions. In the process of answering questions on the part of the student, he was made to realize that knowledge and truth were in the student's own power to find, if he cares to search long enough and hard enough. It is in the combination of these two assumptions, namely: the critical method and the positive purpose of self assertion, where the essence of the tutorial method lies.

In our contemporary university or college teaching, tutorial, according to G.J. Umstattd, is instruction for an individual or at most for a small group of students of three, with special attention to personal interests and abilities. This aim for tutorial is to provide challenges and stimulation in order that the student may develop his optimal potentials. It is a two-way process in which the instructor, normally known as the tutor and the student engage in a rigorous intellectual exercise. A great amount of reading, thinking and independent work is done by the student, of course, with the assistance of the tutor. A written report of considerable quality will be submitted to the tutor prior to the tutorial session. The tutor challenges, criticizes or stimulates the student during the regular tutorial sessions which are held at regular intervals.

**References**

1. Aggarwal J.C. (2004). Essential Of Educational Technology, New Delhi, Vikas Publishing House Pvt Ltd
2. Agnew, P. W., Kellerman, A. S. & Meyer, J. (1996). Multimedia in the Classroom, Boston: Allyn and Bacon.
3. Boud, D. & Feletti, G. (1999). The Challenge of Problem-Based Learning, (2nd Ed.), London: Kogan Page.
4. Hofstetter, F. T. (1995). Multimedia Literacy, New York: McGraw-Hill.
5. Jonassen, D. H., Peck, K. L., and Wilson, B. G. (1999). Learning with Technology: A Constructivist Perspective, New Jersey: Merrill/Prentice Hall.
6. Lindstrom, R. (1994). The Business Week Guide to Multimedia Presentations: Create Dynamic Presentations That Inspire, New York: McGraw-Hill.
7. Sharma, Y.K. (2007). Fundamental Aspect Of Educational Technology, New Delhi, Kanishka Publisher Distributer
8. Tapscott, D. (1998). Growing Up Digital: The Rise of the Net Generation, New York: McGraw-Hill.