



Theory, Need and Function of Teaching

DR. PARAGI R. SHAH
Assistant Professor,
Kakanpur M.Ed. College,
Panchmahal, Gujarat (India)

Abstract:

Teacher in role is a method of teaching that utilizes techniques of drama to facilitate education. It is a holistic teaching method designed to integrate critical thought, examination of emotion and moral values and factual data to broaden the learning experience and make it more relevant to everyday life situations. If the role of a teacher is to teach, the role of a student must be to learn. However, it has been agreed that learning is not only an exercise in reading and reciting facts, but in gaining a deeper insight of events and situations. This is where drama becomes an invaluable tool. Through the use of drama and dramatic conventions a teacher does not only teach and learn the what but also the why and how.

Broadly speaking, the purpose of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. But teachers fill a complex set of roles, which vary from one society to another and from one educational level to another. Some of these roles are performed in the school, some in the community.

- *Roles in the school or university*
- *Mediator of learning*
- *Disciplinarian or controller of student behaviour*
- *Parent substitute*
- *Confidant to students*
- *Judge of achievement*
- *Organizer of curriculum*
- *Bureaucrat*

Teaching is not a mechanical process. It is an intricate, exacting, challenging job. Teaching can't be boiled down to a convenient formula of "telling and testing". It is the complex art of guiding pupils through a variety of selected experiences towards the attainment of a widening field of learning. Here the author wants to introduce the basic of teaching work.

Keywords: *Function, Mediator, Role, Teaching*

1. Introduction

When we speak of good teachers it means that a teacher must be a model of faith and piety and should have a fairly good knowledge. A teacher should consider it his duty to educate and train his students and should feel responsible for it. He should feel that his students have been entrusted to him and he should avoid any breach of the trust the society has reposed in him. He should be a sociable person with his roots in the society. People should take him as their well-

wisher and a sincere friend who cares for their children. It should be ascertained at all cost that a candidate for this profession has a natural acumen and aptitude for teaching.

He should actively participate in the social activities in a positive way. He should know the art of teaching with a deep insight into child psychology. He should always deal with the students in a just manner. He should not lose his self-control on mistakes his students may commit, and instead he should respect their feelings and ego, and should try to understand and resolve their difficulties with grace while keeping his cool. He should be able to smile in the face of bitter criticism on his opinions, and should not feel ashamed or humiliated to accept his mistakes wholeheartedly.

He should be proud of his culture, his national dress and his national language. He should be a missionary, a mentor, a reformer and a guide besides being a dedicated tutor. In other words, he should be a perfect teacher and a perfect educationist. While highlighting the role of a teacher in the society, it is imperative to involve the role of parents, too, in the process of character building of the students. In the past, parents and teachers both used to make the best of their efforts to provide an atmosphere to their children congenial to the development of higher virtues and morals. But the gross social change over the last fifty years, large scale urbanization, ruthless competition for financial gains, and heavy preoccupation in everyday life deplete all time and energy from the parents, leaving behind little time or energy for them to monitor their children.

Whatever time they have at their disposal is consumed by newspapers, television and other recreations. As a result, the younger generation hardly gets any opportunity to share ideas with their elders or to enter into a meaningful discussion. On the other hand, this idea is gaining ground among us that education is not meant to build up better human beings, but only to get better jobs. Consequently, the students' minds are obsessed with better jobs and dreams for higher social status. It is, therefore, duty of the parents, too, to take active interest in the day-to-day progress of their children both in and outside the institution and apprise them of the real meaning of education.

2. Concept of Teaching

Teaching is process which usually takes place in the class room situations. It is more of formal processes. In the class room situations we see that the teacher has something in his mind and he wants to convey it to the students. For this purpose, he takes the help of teaching. He makes all efforts to make the students understand it. His teaching is successful if the students are able to grasp it fully.

3. Need of Teaching

Through teaching, the teacher aims at

1. Giving some knowledge to the students;
2. Passing some information to them;
3. Making the students acquire some skill;
4. Changing the attitude of the learners;
5. Modifying the behavior of the students;
6. Giving some experiences of life; etc.

Teaching in the class depends upon how the teacher performs his duty of teaching. A sincere and hard working teacher always comes out all successful. He makes every effort to achieve the desired ends. He always goes well prepared in every way. In his class room teaching, there is always a very good class room interaction. He faces the class clearly and boldly. He is always facing to case with the students while speaking in the class. Naturally, that type of teacher will be able to impress the students fully. Such a teaching can be called effective teaching.

Teaching may also take place outside the class rooms. The students come in contact with their teacher in the corridors, in the staff room, in the canteen, in the playgrounds; in the school assemble grounds etc., the process of teaching surely goes on there also which is more of informal type. Learning by the students through informal contacts with the teacher is many a time more sound and lasts longer.

In fact, teaching is an art of educating other people. In this age of science and technology when there is explosion of knowledge, the process of teaching has reached new dimensions. It is no longer a simple art of imparting information to the students. It is now tending to become a technology by itself instructional television, computer assisted instruction, teaching machines, etc.

4. Definitions of Teaching

- According to Rabindra Nath Tagore, “A Teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”
- H.C. Morrison (1934): “teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the latter.”
- N. L, Gage(1962): “Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person”
- B.D. Smith (1961): “Teaching is a system of actions intended to induce learning.”
- John Dewey: “One might as well say he has sold when no one has bought, as to say he has taught when no one has learned.”

5. Relation of Teaching with other Related Concepts

The terms like training instructions, conditioning and indoctrination etc. are sometimes taken as synonymous with teaching. In fact, these terms denote one or other type of teaching. The teaching is a broader concept and these are a part or one aspect of it.

Training is concerned with a little more raised level of teaching than conditioning, which is the lowest level of a mode of teaching. A trained person can do a number of jobs on some machines skillfully. Training helps in shaping, conducting and teaching various skills.

As compared to teaching training requires much less intelligence. Simple behavior may be produced through training but not complicated behavior.

Instruction works on higher footing than conditioning and training. Instruction is mainly concerned with the development of knowledge and understating in an individual. Teaching is much more than the act of acquiring some knowledge and understanding. Instruction cares only for development of intellect and affects the cognitive domain of one’s behavior, while teaching is

aimed at shaping a total man. And lastly, the face to face interaction of the teacher and taught is found in teaching. It is not essential in the process of ins-traction. Her, the teacher can be replaced by instructional materials.

Indoctrination represents a fairly higher level of teaching which adds to the establishment or shaping of beliefs and ideas. Higher role of intelligence is required here. It results in bringing quite stable changes in the cognitive and affective domains of one's behavior. But, indoctrination is only one mode of teaching. Indoctrination may be teaching but the reverse is not true. Teaching is possible without adopting indoctrination as the mode of teaching.

The above mentioned mode of teaching cannot be termed as quite unrelated. They overlap each other in many ways.

6. Variable Involved in Teaching

In a teaching task in progress, we can observe the presence of the following types of variables;

1. Independent variable
2. Dependent variable
3. Intervening or mediating variables.
4. In the process of teaching, it is the student who is subjected to changes and development through the efforts of the teacher and the teaching process. Therefore, he acts as a dependent variable while the teacher has to play the role of independent variable. For the achievement of the goals of teaching, there be a need of desirable interaction between independent and dependent variable. This role is played by the intervening variables.

In this way, the teacher plays the role of independent variable. He is responsible for the functioning of the dependent variable, i.e., the students. He is free to act in the teaching process while students are quite dependent on him for seeking behavioral changes and development. Teacher has to plan, organize, lead and control the process of teaching so that desirable outcomes of his teaching may be properly obtained. He has to handle his teaching activities and all the intervening variables in such a way that the desired move ability and function ability can be created among his students for achieving the teaching objectives.

The intervening variables as it sounds do not exist for creating some interference or obstacle in the functioning of independent or dependent variable. Rather they help in the smooth functioning of these variables for the realization of the teaching objectives. The contents of teaching, methods and techniques of teaching, etc., are all known as intervening variables. These variables are responsible for bringing desirable interaction between the teacher and the students by producing proper teaching environment, teaching material, and facilities and creating appropriate learning conditions or situations.

7. Functions of Teaching

In teaching process, the active or functional part is played by the independent and dependent variable. Mainly following three types of functions are performed by these variables:

7.1 Diagnostic Functions

The goal is to bring desirable changes in the behavior of students. The initial task needs a proper diagnosis for the prescription of appropriate treatment (the actual attempts) for bringing desirable behavioral changes in the students. Accordingly, a teacher has to perform the following diagnostic functions as under.

1. He has to diagnose the entering behavior of the student. The initial potential of the student in terms of cognitive, cognitive and affective abilities should be properly diagnosed with the help of some diagnostic tests.
2. He has to diagnose and formulate specific educational objectives, the type and amount of behavioral changes he wants to introduce in the student in the light of the entering behavior and environmental conditions.
3. He has to analyze the content, instructional material and environmental facilities available for carrying out his task.
4. He has to diagnose his own potential and capabilities and bring desirable improvement in his own behavior for the success of his own mission.

Although the teacher, as independent variable, is more active in exercising diagnostic functions, yet the role of the student as a dependent variable cannot be underestimated. He has also to perform certain important diagnostic functions on the basis of his perception for his abilities and responses as follows;

1. He has to diagnose the strength and weakness of his entry behavior.
2. He has to assess himself in terms of the tools of learning like language and comprehension, power of expression, ability to think and analyze psychomotor skill and emotional behavior.
3. He has to make efforts to know the behavior of the teacher, the types of teaching strategies, the nature of the content and instructional material for the purpose of initiation and response on his part.

7.2 Prescriptive Functions

On the basis of diagnosis, the teacher takes decision about the needed prescription for achieving the stipulated objectives. Accomplishment of objectives needs an appropriate interaction between the teacher and the student which, in turn, needs proper management of the intervening variables by the teacher. Accordingly, he has to perform the following functions;

1. Selecting appropriate contents and organizing them into proper sequence.
2. Selecting proper teaching techniques, strategies and feedback devices in view of the individual difference among the students.
3. Seeking essential cooperation from the students for a purposeful interaction.

In the performance of prescriptive functions also, the teacher is likely to be more active than the students. The prescription is made for the student to bring desirable changes in his behavior. He has to work for the purposeful interaction and give his sincere cooperation for the teacher in exercising the various prescriptive functions.

7.3 Evaluative Functions

Evaluative function concerned with the tasks of evaluating the progress and outcomes of the prescriptive functions that may be decided in the form of realization of the stipulated objectives.

The failure in the realization of the objectives is essentially a failure in the prescriptive functions either due to improper diagnosis or some serious mistakes in prescribing or carrying out the treatment (actual teaching) task.

Various evaluation devices in the form of tests, observations, interviews, rating scales, inventories and unstructured projective techniques are help in exercising evaluative functions. In contrast to diagnostic or prescriptive functions, the student remains more active in the evaluative functions. He has to respond and evaluate his own progress in terms of the abilities acquired and behavior changes occurred. He is taught and helped by the teacher in bringing improvement in his behavior on the basis of his entry behavior and potentialities. Now, it is this turn to see how far the treatment prescribe for done by the teacher is helpful for him. If the prescription suits him he can go ahead with it. If it does not, he must give his full cooperation to the teacher (just like a patient who has to consult his doctor and seek his advice for further diagnosis and subsequent prescription in order to get maximum advantage for bringing improvement in his behavior.)

8. Conclusion

Teaching is one of those things that nearly everybody thinks he or she can do better than the experts. Everybody has taught something to somebody at one time or another, after all. We begin our amateur teaching careers as children by imposing our superior knowledge on our younger siblings or playmates. As students, we pass judgement among our peers on this or that teacher's capabilities. As adults, those of us who do not teach professionally stand ever ready to criticize those who do.

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