



## Theories of Teaching

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### Abstract:

*Learning theories are conceptual frameworks that describe how information is absorbed, processed, and retained during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed, and knowledge and skills retained. It's very important for teacher to acquire the principals of teaching theories. The author wants to introduction of the basic theories of learning through this article.*

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**Keywords:** *Cognitive, Emotional, Learning, Philosophy, Psychology, Teaching, Theory*

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### 1. Introduction

Burner (1964) defines the theory of teaching as the explanation of “general methodology of teaching”. B.O. Smith (1969) gives a statement as a definition of theory of teaching. “The teacher who is not theoretically trained will interpret events and objects in terms of comminutions concepts that have come from the experience of the race permeated without model ideas about human behaviour. This statement indicates the nature of theory of teaching. A theory of teaching answers three questions: how do teachers behave, why do they behave as they perform and with what effect. It applies for all teachers, for all students and for all situations in which reaching occurs. It considers the teacher-behaviour, the cause and student’s learning effect. It explains, predicts and controls the ways in which the teacher-behaviours affects the learning of students. A theory of teaching must answer the questions of the teaching for efficient learning.

### 2. Require for a Theory of Teaching

A teaching theory has the following advantages:

1. Teaching theory explains the relationship between teaching and learning and indentifies common factors.
2. Teaching theory gives the knowledge about the assumptions of teaching activities which provide guideline for organizing teaching
3. The instructional designs can be developed with the help of theory of teaching.
4. Teaching theory provides the scientific basis for planning, organizing, leading and evaluation the teaching.
5. The classroom teaching problems may be studied scientifically through the knowledge of teaching theory.
6. The pupil-teachers can develop teaching skills and competency by employing the knowledge given by theory of teaching.
7. Teaching objectives may be successfully achieved by the use of teaching theory.
8. The effective teachers enable produced with the use of teaching theory.
9. N.L. Gage suggests that theories of teaching may be used to increase the understanding, prediction and control of teaching.

### **3. Types of Teaching Theories**

Teaching theories may be broadly classified into three categories:

1. Formal theory (philosophical theory) of teaching.
2. Descriptive theory of teaching and
3. Normative theory of teaching.

#### **3.1 Formal Theory of Teaching (Philosophical Theory)**

These theories are based upon metaphysical and epistemological propositions. There is an earlier theory which reflects the current social practices.

##### **3.1.1 Meutic Theory of Teaching**

This theory conceives that teaching process helps to recollect or unfold that knowledge with questioning techniques. The teacher brings his knowledge at conscious level of this child. The focus of this theory is on self realization. The Socratic's method is an essential for this theory. The heredity plays an important role in teaching process.

##### **(a) The Communication Theory of Teaching**

This theory of teaching based upon assumptions that the teacher possesses all knowledge and information which student does not possess. The most appropriate way for the student is to learn this knowledge that the teacher presents, explains, demonstrates and performs in the classroom. This theory further assumes that the child is like a clean state, the teacher can imprint upon it anything through his mode of communications. Therefore, it is designed as the communication practical theory of teaching.

##### **(b) The Moulding Theory of Teaching**

John Dewey is the advocate of this moulding theory of teaching confine to impart the knowledge to the students. The third theory has the focus on shape, form and mould of the students behavior. The basic assumption about the human nature which this theory takes in consideration is that human personality is formed, shaped and moulded by their environment.

##### **(c) The Mutual Inquiry Theory**

The main assumption of this theory about the nature of knowledge is that the whole body or recorded facts as 'information' knowledge which in schools and outside the schools is generally substituted for inquiry. True knowledge is inquiry, used to apply efficient methods and relevant information for the solution problems.

This theory of teaching is clearly applicable to research and art. This theory assumes that each individual has the capacity to discover new knowledge with mutual inquiry. It implies that a teacher has a model in his mind to use in specific situation and student himself selects the model for mutual inquiry.

#### **3.2 Descriptive Theory of Teaching**

The theory which is based upon empirical evidence and observation is called descriptive theory. The purpose of descriptive theory is to predict the relationship and effectiveness of variables of teaching. Gardon and Bruner have formulated such theories of teaching:

- a. Instruction theory of teaching and
- b. Prescriptive theory of teaching

#### **3.3 Normative Theory of Teaching**

The normative theory of teaching may be developed because it is difficult to control the human subjects in experimental situation. The learning theories have been developed under controlled

conditions by conducting experiments and animals. The normative theory explains the relationship among teaching variables on the basis of observations in normal teaching condition. This category has four theories of teaching:

- a. The cognitive theory of teaching
- b. Theory of teacher-behaviour
- c. Psychological theory of teaching and
- d. The general theory of teaching

The learning theories have been formulated by designing experiment in controlled situations, therefore they have less generalizability. Teaching theory should have high generalizability because it concerns with human behavior. More rigorous control cannot be imposed by designing experiments on human subjects. Therefore we need normative theory of teaching.

### ***3.4 The Cognitive Theory of Teaching***

N.L. Gage suggests that one theory of teaching cannot serve the purpose of education. There should be more than one theory of teaching because teaching may be analysed in four ways:

- **Types of teacher's activity:** A teacher has to lay several roles in teaching. Teaching consists of many kinds of activity such as philosopher (information given. Adviser, counselor, motivator, demonstrator, curriculum planner and evaluator.
- **Types of education objectives:** Bloom has classified three types of objectives: Cognitive, Affective and Psychomotor. Tolman has given things to be learned, field cognition mode and drive discrimination field expectation and motor patterns.
- **Types of learning theories:** Teaching might proceed on the basis of different families of learning theory; philosophical theories of learning (mental discipline, unfoldment, approbation). Psychological theories of learning: S\_R family, Reinforcement theory and Insight learning theory. Each family suggests different views of teaching process.
- **Types of components of learning:** Neal Miller suggests four components of learning, drive, cue, response and reward. The each component requires the different types of teaching activities.

### ***3.5 Theory of Teacher Behavior***

D.G. Ryan has tried to explain the concept of teacher-behaviour and formulated a theory of teacher-behaviour. M. Meux and B.O. Smith have defined the term teacher-behaviour. "Teacher behavior consists of those acts that the teacher performs typically in the classroom in order to induce-learning". Theory of teacher behaviour also explains the relationship of variables; it is based upon two postulates.

- **Teacher behaviour is social in nature:** Teacher performs his tasks in group. Teacher behavior is concerned with the class-room verbal and non-verbal interaction. In the process of interaction, teacher and students both participate. The initiation and response activities are to be performed by teacher or students. They both influence each other. Therefore it is considered as social behavior.
- **Teacher behavior is relative:** Teacher's classroom activities are based upon social situations. Teacher's activities are the product of social conditions and are related to the cultural settings in which teacher performs the teaching task. Teacher- Behaviour is good or bad, effective and ineffective, it can be judged with reference to a particular culture's value system and set of objectives. Therefore teacher behavior is a relative concept.

### **3.6 The Psychological Theory of Teaching**

This theory considers teaching a sort contractual relationship between the teacher and the pupils. The relationship consists of certain activities to be performed by the teacher such as : analyzing teaching task, determining learning goals, identifying entering behavior and selecting teaching strategy. The teacher formulates teaching tasks by his own experiences and insight. He makes judgment about the pupil's stage of development. The teacher locates his positioning the cognitive map. Teaching has very high values. The value helps others to grow and learn to give one best from which others benefit, but from which one does not benefit oneself to do good without expecting anything in return and so on.

### **3.7 General Theory of Teaching**

S.C.T. Clarke has formulated a general theory of teaching. It assumes that teaching is process which is designed and performed to produce change in behavior of students. Teaching activities can be very diverse and vary also at different levels of teaching and objectives. All these combinations are possible in teaching process. This theory limits the teaching activities to those which are acceptable by a democratic society.

## **4. Conclusion**

The available literature on this topic reveals that there is no theory of teaching at all. There are only models or paradigms of teaching. Teaching theory is prescriptive. Teachers and pupils are the major variables of teaching theory. It is narrow and specific. It is based upon learning theory, learning conditions and learning components. While learning theory is formulated by conducting experiments on animals teaching theory is developed by dealing with human subjects in normal situations. It is concerned with effective learning and development of pupils.

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