



Operative Teaching and Teaching-Learning Process

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Abstract:

Teaching learning process is a vital matter in Education. Teaching and learning are very much integrated and we cannot make separated in a formal system teacher are appointed to happen learning. The presences of teacher ever influence a learner not only cognitive aspect but also in effective domain. Teachers are playing important role any system of education because interaction between too brains create complex reality and this helps in situational aspects. In this context to understand teaching is very much necessary because people understanding learning with all separates of teaching. Teacher taught and content are closely related that completed the changed the function with this background we would like to major point of teaching.

Keywords: Operative Teaching, Education,, learning

1. Introduction

Teaching learning Process is one of the most important components of Education. In a formal system teacher are appointed to happen learning with the collective efforts of a teacher and a student. Teaching is ever related to learning. We can also view teaching with its major aspects for better performances. The present effort is to explain what is teaching and what Operative teaching along with the all-related points is. It will widely horizons of education with deepen understand.

2. Operative Teaching

Operative teaching can be defined in many ways including teacher's behavior (warmth, civility, and clarity), teacher's knowledge (of subject matter, of students), teacher's beliefs, and so forth. Here we define Operative Teaching as the ability to improve student achievement as shown by research. The Characteristics of Operative Teaching are beginning class promptly and in a well-organized way, treats students with respect and caring, Provides the significance/importance of information to be learned. Provides clear explanations, Holds attention and respect of students. Practices Operative classroom management, Uses active, hands-on student learning, Varies his/her instructional techniques, Provides clear, specific expectations for assignments, Provides frequent and immediate feedback to students on their performance, Praises student answers and uses probing questions to clarify/elaborate answers, Provides many concrete, real – life, Practical examples, Draws inferences from examples/models...and uses analogies, Begins class promptly and in a well-organized way, Treats students with respect and caring, Provides the significance/importance of information to be learned, Provides clear explanation, Holds attention and respect of students....practices Operative classroom management, Uses active, hands-on student learning, Uses nonverbal behavior, such as gestures, walking around, and eye contact to reinforce his/her comments, Presents him/herself in class as 'real people.', Focuses on the class objective and does not let class get sidetracked, Varies his/her instructional techniques, Provides clear, specific expectations for assignments, Provides frequent and immediate feedback to students on their performance, Praises student answers and uses probing questions to clarify/elaborate answers. Provides many concrete, real-life, practical examples, Draws inferences from examples/models....and uses analogies, Creates a class environment which is comfortable for students allows students to speak

freely, Teaches at an appropriately fast pace, stopping to check student understanding and engagement, Communicates at the level of all students in class, Has a sense of humor!, Provides many concrete, real-life, practical Uses feedback from students (and others) to assess and improve teaching. Reflects on own teaching to improve it.

3. Components

- Content knowledge
- Quality of instruction
- Teaching climate
- Classroom management
- Teacher beliefs
- Professional behaviors

Good teaching is as much about passion as it is about reason. It's about motivating students not only to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful and memorable. It's about caring for your craft, having a passion for it and conveying that passion to everyone, but mostly importantly to your students.

Good teaching is about substance and treating students as consumers of knowledge. It's about doing your best to keep on top of your field, reading sources, inside and outside of your areas of expertise, and being at the leading edge as often as possible. But knowledge is not confined to scholarly journals. Good teaching is also about bridging the gap between theory and practice. It's about leaving the ivory tower and immersing oneself in the field in talking to, consulting with, and assisting practitioners and liaising with their communities.

Good teaching is about listening, questioning, being responsive and remembering that each student and class is different. It's about eliciting responses and developing the oral communication skills of the quiet students. It's about pushing students to excel and at the same time it's about being human, respecting others and being professional at all times.

Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a push-over on the other. Good teachers migrate between these poles at all times depending on the circumstances. They know where they need to be and when.

Good teaching is also about style. Should good teaching be entertaining? You bet! Does this mean that it lacks in substance? Not a chance! Operative teaching is not about being locked with both hands glued to a podium or having your eyes fixated on a slide projector while you drone on. Good teachers work the room and every student in it. They realize that they are the conductors and that the class is their orchestra. All students play different instruments and at varying proficiencies. A teacher's job is to develop skills and make these instruments come to life as a coherent whole to make music.

And this is very important, **good teaching is about humor.** It's about being self, deprecating and not taking yourself too seriously. It's often about making innocuous jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere where you, like them, are human with your own share of faults and shortcomings.

Good teaching is about caring, nurturing and developing minds and talents. It's about devoting time, often invisible, to every student. It's also about the thankless hours of grading, designing or redesigning courses and preparing materials to still further enhance instruction.

Good teaching is supported by strong and visionary leadership, and very tangible institutional support—resources, personnel, and funds. Good teaching is continually reinforced by an overarching vision that transcends the entire organization—from full professors to part-time instructors—and is reflected in what is said, but more importantly by what is done.

Good teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers. Operative teaching should also be rewarded and poor teaching needs to be remedied through training and development programs.

At the end of the day, **good teaching is about having fun**, experiencing pleasure and intrinsic rewards ... like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens. It's about the former student who says your course changed her life. It's about another telling you that your course was the best one he's ever taken. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else.

4. Challenges for Operative Teaching

Learner is unable to focus on learning and has high levels of anxiety, Learner loneliness is increasing even though digital tools are offering ways to connect, Parents are overwhelmed with the plethora of resources being shared without steps on how to use them, Parents are planning daily activities but are not trying innovative educational practices at home, Parents are struggling trying to balance work and home schooling, Parents and Teachers are lacking resources to discuss pandemics and uncertainties with their learners, Students are worried about having an unnatural closure to the academic year, Teachers are scrambling to go digital without much support & training, Difficulties maintaining a positive student-teacher-parent relationship, Collaborative play based learning is challenging online.

5. Conclusion

Thus, teaching is Science and teaching is both science and arts. Operative teaching ever results in Operative learning. The presence senioro compare for us multiple raises of teaching in which digital application are very important. The variety of application and multiple proposes are to be matched for the optimum out comes or results. We situation compel us to be more and digital performance in inclusive perspectives of Education.

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