PROPOSITION OF PEDAGOGICAL METHODS FOR AN EFFECTIVE TEACHING BY TEACHERS TO STUDENTS.

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ABSTRACT

Pedagogy involves the emergence of a communication system that does not presuppose either language or high-level theory of the mind, but provides a basis facilitating the development of human-specific abilities. Pedagogy is a form of social learning mechanism that is similar to other types of social learning. To address the significant need for better preparation and better presentation by teachers, pedagogical methods aid in the development of teaching and learning. This paper tries to bring out how Pedagogy is a learning Mechanism, the need for Pedagogical Methods, its uses and the role of teachers in using it.

Keywords: Pedagogy, human-specific, Incidental learning, Adaptive Teaching.

"Education is nothing but providing guidance to the growing child"

Introduction:

Psychology is both an academic and applied discipline involving the scientific study of mental processes of behavior. It is also the study of cognitions, emotions and behavior. The proposition is that human beings are adapted to transfer knowledge and receive knowledge through the means of teaching. This adaptation, which we call 'Pedagogy', involves the emergence of a special communication system that does not presuppose either language or high-level theory of the mind, but could itself provide a basis facilitating the development of these human-specific abilities both in phylogenetic and ontogenetic terms. We shall discuss through the phenomena in question that will receive a more satisfactory and coherent alternative explanation when viewed as the results of manifestations of the basic human evolutionary adaptation to receive knowledge from co-specifics through specialized forms of pedagogical interactions.

Pedagogy as learning Mechanism:

On one hand, pedagogy, as a form of social learning mechanism is similar to all types of social learning like, imitation, emulation, stimulus and enhancement. It conveys a generalizable knowledge that is valid beyond the actual situation. However, unlike most other social learning mechanisms that rely on mere observation, pedagogy requires active participation by the source of knowledge who is the teacher, which is achieved by a type of communication involving manifestation of relevant knowledge. The fact that pedagogy

requires an active participation by the source of knowledge implies that it may incur costs for the teacher. Effective teaching requires in-depth content knowledge and pedagogical understanding of the subject matter taught.

Need for Pedagogical Methods:

To address the critical need for better preparation and better presentation, pedagogical methods help for the self examination and professional development in teaching and learning. When there is clear analysis of self-examination, teachers sometimes experience difficulty when asked to conceptualize their own construction of knowledge. When implementing new curriculum, most of the experienced teachers encounter similar challenges and the findings illustrate the essential role of subject-matter knowledge in the teacher's development.

In order to foster effective teacher learning of the subject content, it is recommended that teachers gain a strong understanding of the fundamental concepts in the subject matter to provide a foundation on the specified topic. Secondly, when learning new topics based content, the findings indicate that both experienced and beginning level teachers would benefit from teacher induction models to aid in the development of the fundamental concepts related to new subject matter. Third, reflection and asking questions are important components of scientific inquiry, which teachers need to learn on how to reflect and ask productive questions themselves.

Ways to use Pedagogical Methods:

In the process of teaching, the teacher evolves various methods for teaching. The informal set-up of learning caters to the educational link between the content and matters to the learners in their lives. But learning in schools and colleges can be enriched by experiences from everyday life. In this type of a situation, the teacher has to propose an effective method and discuss matters for learners so that a spark is created for them to learn.

Advancement in knowledge and their understanding can be achieved by arguing in ways as that of a Mathematician or a scientist. Argumentation helps students to concentrate on contrasting ideas, which can enhance their learning. Teachers can ignite meaningful discussions in the classrooms by encouraging students to ask open-ended questions, re-state remarks in a more scientific language, and develop and use models to construct explanations. Next is Incidental learning which is unplanned or unintentional learning. It may occur while carrying out an activity that is seemingly unrelated to what is learned. In this kind of learning, mobile devices have been integrated into the daily lives, providing many opportunities for technology-supported incidental learning. Unlike formal education, incidental learning is not led by a teacher, nor does it follow a structured curriculum, or result in formal certification.

Next in line is the Context-Based Learning which enables us to learn from experience. Opportunities can bee created by interacting with our surroundings, holding conversations, making notes, and modifying nearby objects.

Then there is the Computational thinking which is a powerful approach to thinking and problem solving. It involves breaking large problems down into smaller ones, recognizing how these relate to problems that have been solved in the past, setting aside unimportant details, identifying and developing the steps that will be necessary to reach a solution and refining these steps.

Then we have the Embodied learning which involves self-awareness of the body interacting with a real or simulated world to support the learning process. And finally we have the Adaptive Teaching. This system recommends the best places to start new content and when to review the old content. They also provide various tools for monitoring one's progress. They build on longstanding learning practices, such as textbook reading, and add a layer of computer-guided support.

Role of a Teacher:

A teacher acts as a philosopher and as a guide to the students. He must know the growth and development of the child and his requirements at different levels. Educational psychology, pedagogical methods and cognitive learning helps to study the ability, interests, intelligence, needs and to adopt different techniques of teaching for effective communication. Student engagement leads to enhanced learning outcomes which involves three independent facets, namely behavior, emotion and cognition. As such, learning activities encourage deep learning and the intellectual challenging of minds.

Education, by all means, is an attempt to mould and shape the behavior of the pupil. It aims to produce desirable changes in him for the all-round development of his personality. The essential knowledge and skill to do this job satisfactorily is supplied by educational psychology. We treat any knowledge transmission, as long as it is based on explicit manifestation of knowledge, as evidence for pedagogy, irrespective of whether it involves later rehearsal of internalized instructions or not.

On the other hand, we do not consider any behavior that aims to facilitate the emergence of new knowledge in another individual as pedagogical thinking. Behavioral conditioning by rewards or punishment, or supervised learning in connectionist models, can assist the generation of knowledge, but it does so without explicit communication and knowledge manifestation.

Pedagogy is costly for the teacher. It requires him/her to engage in an activity, but not himself/herself. If he/she simply uses the knowledge, it does not allow others to extract its content from their behavior- otherwise there would be no need for pedagogy. Therefore the teacher has to make sure that they do not waste their time with manifestations when the intended learner is not in a recipient state.

On the other side, the learner has to be able to distinguish whether another individual simply applies his/her knowledge or demonstrates it for themselves, because only this latter kind of activity will give them a good chance to extract knowledge from their behavior. Thus, the teacher has to manifest not only their knowledge to be transmitted to the learner, but also the fact that they are manifesting their knowledge. This requirement also entails that it is not sufficient if the teacher makes manifest that they are about to teach something; their signals also have to specify the addressee of her teaching attempt.

Conclusion:

Good discussions always end with a summary so that students know what important points are covered. The advantage of pedagogical techniques such as the discussion from the above is that students have the opportunity to verbalize course materials for themselves and receive feedback in the classroom from the instructor on how well they have understood that material. In addition to showing students why the discussion is important to their learning, a summary provides the opportunity to fill in points that are not covered and to praise the class for the quality of their responses. The quality of the responses reflects the teacher on how well he has used the methods to his best.

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