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Nondirective Teaching Model: An Effective Way of Counseling

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ABSTRACT

Nondirective Teaching Model is made on the basis of the work of Carl Rogers and some of the other advocates of nondirective counseling. Rogers gave his ideas on therapy as a way of learning to education. According to Rogers, the nondirective interview has a sequence divided into five phases of activity. Phase I : Defining the Helping Situation,Phase II : Exploring the problem,Phase III: Developing insights,Phase IV: Planning and Decision Making,Phase V : Integration,Phase VI: Action outside the interview. The application of nondirective interview are as under :To solve personal, social and academic problems,to explore feelings of the students,to develop good relationships with others,to make the integration of several events of interview,to investigate the problems of the students,to diagnose the specific feelings of the students,to make emphasis on personal content rather than external,to utilize personal experiences of the teacher and the students,to develop communication skills of the students,to perceive as the students perceives.

KEYWORDS:

Nondirective Teaching Model is made on the basis of the work of Carl Rogers and some of the other advocates of nondirective counseling. Rogers gave his ideas on therapy as a way of learning to education. Rogers said that

"Positive human relationships enable people to grow and therefore, instruction should be based on concepts, of human relations rather than on concepts of subject matter, thought processes, or other intellectual sources. The teacher's role in nondirective teaching is that of a facilitator who has a personal relationship with students and who guides their growth and development".

The teacher encourages their students to develop innovative ideas about their present and future lives, the work of their school, and healthy relationship with others.

Assumption :

The nondirective model of teaching makes the assumption that:

"The students are willing to be responsible for their own learning, and its success depends on the willingness of student and teacher to share ideas openly and to communicate honestly with one another".

Goal of Nondirective Teaching Model :

The goals of Nondirective Teaching Model are :

1. To help students in getting greater personal integration, effectiveness and a realistic self-appraisal.
2. To make learning environment conducive.
3. To make the process of stimulation, examination and evaluation with new perception.
4. To help the students to understand their own needs and values.
5. To make the students able to direct their own educational decisions.
6. To help the students to make their lives constructive.
7. To see the world as the student sees it.
8. To create an atmosphere of empathetic communication.
9. To develop thoughts and feelings.
10. To make emotional development

The Nondirective Interview :

The nondirective interview is the most important and most applicable technique for maintaining facilitative relationships which requires a chain of face-to-face encounters between teacher and student. The teacher helps the students in the process of student self-exploration and problem-solving. The teacher structures interview to focus on the uniqueness of the students and the importance of their emotional life in all human activity. The interview technique is taken from counseling mostly used in the clinical setting.

Uses of Nondirective Interview :

The uses of nondirective interview are as under :

1. It is useful for academic counseling.
2. It is useful for behavioural counseling
3. Developing feelings of students
4. Making good partnership between student and the teacher
5. Identifying appropriate behavioural changes

Qualities of Nondirective Interview :

As Rogers stated that there are four definite qualities of the best interview atmosphere as under :

1. "The teacher shows warmth and responsiveness, expressing genuine interest in the student and accepting him or as a person".
2. "The counseling relationship is characterized by permissiveness in regard to the expression of feeling; the teacher does not judge or moralize. Because of the importance of emotions, much content is discussed that would normally be guarded against in more customary student relationships with teachers or advisors".
3. "The student is free to express symbolically her feelings, but she is not free to control the teacher or to carry impulses into action. In the counseling situations, there are definite limitations in terms of responsibility, time, affection and aggressiveness action".
4. "The counseling relationship is free from any type of pressure or coercion. The teacher avoids showing personal bias or reacting in a personally critical manner to the student during the interview".

Teacher Responses for Nondirective

In nondirective interview, the students are accountable for the meaningful discussion. Here the teacher must provides "lead-taking" responses for maintaining the well thoughtful conversation. These suitable and sufficient statements under responses of the teacher support the students to start and initiate the interview. The directions are provided in an open manner or indicated the students as to what they have to discuss specifically or generally. Nondirective lead-taking remarks are spoken straightly in a pleasant, positive and amiable manner. Some of the examples are as under :

"What shall we talk about today ?"
"What do you think of that ?"
"Can you say more about that?"
"How do you react when that happens?"

In most of the cases, the responses are brief statements that are helpful and make the students able to continue the conversation under the process of discussion. Some of the examples are shown in figure as under :

Nondirective Responses in Interview

A. Nondirective Responses to Feelings	B. Nondirective Lead-Taking Responses
1. Simple acceptance 2. Reflection of feelings 3. Paraphrasing of content	1. Structuring 2. Directive Questioning 3. Forcing student to choose and develop a topic 4. Nondirective leads and open questions 5. Minimal encouragement to talk

Characteristics of an Open Classroom :
An open classroom adopts nondirective principles. The characteristics of an open classroom are as under :

1. Objectives of school are grounded in the effective development, growth of student self concept, and student determination of learning needs.
2. Methods of teaching are based on students' flexibility of learning and group work.
3. The role of the teacher is a facilitator, resource person, guide, and advisor.
4. The students' determine what is important to learn.
5. More emphasis is given to self evaluation rather a teacher evaluation. Progress is measured qualitatively rather than quantitatively.

Model of Teaching :
Model of teaching consists of some of the steps as under :Q

Syntax :
According to Rogers, the nondirective interview has a sequence divided into five phases of activity.

Phase I : Defining the Helping Situation
Phase II : Exploring the problem
Phase III: Developing insights
Phase IV: Planning and Decision Making
Phase V : Integration
Phase VI: Action outside the interview

Defining the Helping Situation :
This phase consists of structuring remarks by the counselor, that states the freedom of students to explore feelings, an agreement on the general focus of the interview, an initial problem statement, some discussion of the relationship if it is be ongoing, and the establishment of procedures for meeting.

At this phase, at the initial interview takes place in an ongoing relationship between student and teacher. The teacher makes some necessary structure of interview if needed. Voluntary and involuntary situation also occur and to be framed differently. The teacher encourages the students to express feeling freely. The students are free to make more interaction for healthy and fruitful discussion. All the students come to the agreement for the central focus of the interview. The teacher does not make interpretation, evaluation or provide advice but he reflects, clarifies considers, explains and demonstrates understandings.

Phase II: Exploring the Problem
At this phase, the teacher encourages the students to explore and define the problem. The teacher express their positive and negative feelings. The teacher clarifies the problem and accept the responses of the students. The students further are induced to ask the question for clarification. The teacher provides well stated positive and short response.

Phase III: Developing Insights
At this stage, the students are activated and motivated to discuss problem. The role of the teacher is support the students whatever they require for the help in development of their insights for the sake of creating innovative ideas. According to Rogers, "he perceives new meaning in his experience, sees new relationships of cause and effect, and understands the meaning of his previous behaviour. In most situations, it seems that the student alternates between exploration of the problem itself and the development of new insight into his feelings. Both activities are necessary for progress. Discussion of the problem without exploration of feelings would indicate that the student himself was being avoided".

Phase IV: Planning and Decision Making
The teacher encourage the students to make planning decision with respect to the problem. The most important role of the teacher is to clarify the alternatives.

Phase V : Integration
This is the stage where students get further insights. They try to develop more positive actions for solving problems and providing its right solution. They make plans more integrated and positive actions. Here the teacher plays significant role to support the students. Integration of each and every learning activities under interview helps the students to keep in their mind for longer period in memory reservoir. Integration also helps the students to remember the various activities for application in future.

Several interviews helps the students to explore a problem and develop insights at the best possible level.

Social System
The social system of the nondirective interview requires less external structure. The role of the teacher in nondirective interview is facilitator and reflector. The students are mainly accountable for the initiation and maintaining the interaction process. The authority of the academic institution takes participation between student and teacher. The students make open expression of their feelings. They maintain autonomy of thought and behaviour. The process of rewards and punishment is not applied in nondirective interview. According to Rogers, "the rewards in nondirective interview are more subtle and intrinsic acceptance, understanding and empathy from the teacher. The knowledge of oneself and the psychological rewards gained from self-reliance are generated by the student himself or herself".

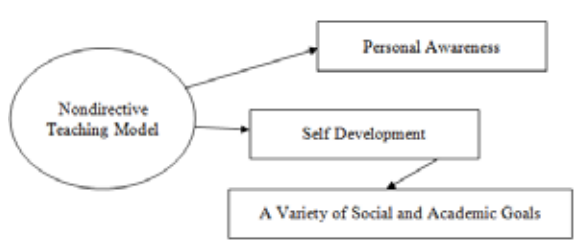
Principle of Reaction
The principles of reactions are grounded in nondirective responses. The teacher contacts the student. The teacher empathizes with the personality of the students with the help of his own experience as a teacher. The teacher tries to understand how the student feel. The teacher helps the students to define, formulate problems and feelings.

Support System
The support system for this non-directive interview varies according to the nature and function of interview. If the interview considers academic aspects, the essential self directed resources for learning must be provided before hand. If the interview is to negotiate counseling for a behavioural, no resources beyond the skills of the teacher are necessary. In both cases, the one-to-one situation desires specific settings. The privacy must be maintained. The disturbing activities must be removed from classroom. The teacher must provide proper time for exploring a problem adequately. The teacher and students must formulate and define problem not in hurried fashion. They must take sufficient time to develop their best possible insights for innovative and creative ideas which are essential for stating the problems and providing proper solution.

Application :
The application of nondirective interview are as under :

1. To solve personal, social and academic problems
2. To explore feelings of the students.
3. To develop good relationships with others
4. To make the integration of several events of interview.
5. To investigate the problems of the students.
6. To diagnose the specific feelings of the students.
7. To make emphasis on personal content rather than external.
8. To utilize personal experiences of the teacher and the students.
9. To develop communication skills of the students.
10. To perceive as the students perceives.

Instructional and Nurturant Effect :
The instructional and nurturant effect are shown in figure as under :



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