



Innovative Teaching- Empower the Pupils, Empower the Country

KEYWORDS

PALASH ROY

RESEARCH SCHOLAR(DEPARTMENT OF EDUCATION,K.U)

PARTHA GHOSH

RESEARCH SCHOLAR(DEPARTMENT OF EDUCATION,K.U)

ABSTRACT

Teaching the most important instrument of the education. But question is that what is the innovative way of teaching? Actually here the researchers tries to think about the innovative way of teaching and how the innovative teaching can empower the pupils as well as empower the country?.Not only that the researchers also suggested some new methods to be make the teaching innovative. In this perspectives the researchers also concentrated on the traditional way of teaching and the modern trends of teaching.

INTRODUCTION:

Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but also helps the pupils for all-round development. Teacher teaches the pupils. Different teachers uses different types of teaching methods. But the most important things is that how much knowledge does the student gather from the teachers teaching.

In the traditional way of teaching it has been imagined that teacher is the muster mind of the classroom and student is the followers of the classroom. Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the lecture content and the students listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process (Orlich et al.,1998).

In traditional methods lecture approach is a very popular approach but in classroom is of limited effectiveness in both teaching and learning. In such a lecture students assume a purely passive role and their concentration fades off after 15-20 minutes. With the help of traditional approach pupils are very little empowered by the education.

In the modern era the teachers uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements in to the project, the students are able to learn better since they use multiple sensory modalities. So it can be easily be said that the teachers are more effective if he/she uses the traditional teaching methods than the technology based modern teaching methods.

OBJECTIVE:

- 1- To identify the difference between the traditional teaching methods and modern teaching method.
- 2- To realize how the modern teaching methods be empowered the pupils as well as the country.
- 3- To identify some of the effective teaching methods.

REVIEW OF RELATED LITERATURE:

From a number of research studies it is evident that "INNOVATIVE TEACHING- EMPOWER THE PUPILS,EMPOWER THE COUNTRY". **Dr. Damodharan And Rengarajan** (2010) reported a study on the bases of innovative methods of teaching and the findings is that innovative type of teaching mainly technology based teaching change the classroom environment and effect the teachers knowledge. **Chunyang Liu,And Fei Long(2014)** reported a study which focused on the Traditional teaching vs multimedia based teaching .The result is that multimedia and teaching is very much interrelated but one think is very important that the teacher should realize the student interest and motivation. **Labros** at al.(2013).reported a study on TRADITIONAL TEACHING METHODS VS. TEACHING THROUGH THE APPLICATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES. The result revealed that tremendous use of technology in teaching learning affects almost every components of classroom.

METHODOLOGY: The traditional or innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested.

1. The Advantage and Disadvantage of Multimedia Teaching

A. The advantage of multimedia teaching

The multimedia teaching is a design that selects and applies teaching media reasonably, according to the characteristics of teaching target and aim, organically combining with traditional teaching method to participate the whole teaching process, simultaneously, forming reasonable teaching process and structure to achieve the optimized teaching. Utilize multimedia networking to improve class efficiency, increase the active involvement of the students and cultivate their ability of using comprehensively technology for language training through exploring, interaction, cooperation etc.

Multimedia teaching breaks the traditional teacher-centered way, which shifts the focus to the students, who could obtain the knowledge under guidance of teacher via the interaction between them. During the period of teaching- learning, if all the senses can be triggered together,

then enthusiasm of students is mobilized furthest. The networking method creates communication scenario, which visualizes the abstract and unfamiliar knowledge, from which students can learn language knowledge and cultural background information in more characteristic language environment. With the help of network transmission technology, virtual space, communication media and electronic dictionary etc. multimedia offers intuitive interface vividly. The students join learning activities delightfully, therefore, their motive and interest is stimulated. It is the most outstanding modern teaching media that owns the incomparable control and man-machine conversation.

The modern teaching reflects the themes of our era, with its abundant information. Multimedia assists teaching-learning displaying contents actively and intuitively, which makes them talk and communicate the relative concrete content joyfully, also, students obtain perceptual understanding from so vivid and large information, generating distinct image and inspiring their thinking so that to deepen their understanding of learning content within a short time. Multimedia realizes openness, interaction, sharing, cooperation and autonomy between teaching and learning, which renders all-round sensory stimulation. Cognitive psychology argues that mobilizing multiple senses to apperceive is more comprehensive, profound than the single one. Simultaneously, it improves input of information overtly and quickens the tempo on the class, also, increases the efficiency. Network makes the students' learning scope beyond teaching materials, which guides college teaching learning to a direction of individuation and independency, not rigidly adhere to time and space.

B. The disadvantages of multimedia teaching

It is no doubt that the advantage of network teaching is obvious, however, there still exists misunderstandings for some teachers because of their lack of theory guidance.

Teachers should spend much time on courseware using multimedia teaching from the degree of teaching effectiveness. They focus their attention just on the multimedia but on the state of the learners, supposing the multimedia teaching is modern teaching unilaterally, which leads to low efficiency of learning, which constrains their positivity and is adverse to the creation and development of their thoughts. The rampant e-books are harmful for students' eyes from healthy percept,

meanwhile, without the teacher's guidance, the learners are likely to be addicted to it due to the abundance of network information and games, which affect their learning effect. To improve learning interest, the teachers redundantly add music video and other cartoons, whose content is not available, but not to actualize the teaching according to their requirements. Though the climate turns to be active, the teaching points is not given top priority.

2. The Advantage and Disadvantage of Traditional Teaching

A. The advantage of traditional teaching

The traditional teacher-centered mode is propitious to come into play as a guider, the teacher supervise the whole teaching activity, imparting systemic knowledge and academic opinions with speculative philosophy, abundant emotional thoughts and unique manner which effect students potentially, from which they receive wisdom and power that is good for the development of their IQ and EQ. At the same time, with the special training of normal university, they understand the education regulation and

hold experience of teaching content and method. Teachers can change them in accordance of their aptitude for a better explanation. What's more, face to face communication is a stimulative factor for students' comprehensive quality.

The traditional teaching is the most direct and effective method. Teachers control and inspire students effectively when the students encounter problems or arise conflicts, they take flexible teaching method adjusting the content according to actual requirement under the general teaching arrangement, which is not only conducive to cultivate the basic technique but also for the good habit in forming students' self-study ability. Teachers' action and language become the target imitated by learners, whose outlook towards right and wrong, attitude, value orientation and academic level have great impact on students.

B. Problems of traditional teaching

As professor Bruner (1982) of Harvard University points out: "the teaching process is a continuous activity of asking questions and solving them." [1] Traditional teaching puts teachers as the center all the time, mainly relying on class knowledge, which emphasizes the role of teachers too much. It curbs personality and creativity of students and ignores the initiative and potential of the students, therefore, students are in a passive position. This traditional teaching method mainly has the following disadvantages:

1. Teaching mode is single. In the teaching process the teacher is the center, and the teaching process emphasizes system and completion but few thinking space for students. Students are passive in the class teaching and teachers cannot take care of every student in class who has different basis and interests.
2. Students are listeners and put the teacher as the center. The knowledge is limited; the resource is scarce; the learning is passive but the knowledge is well-formed and departed from real life.
3. The main experience is insufficient or lack of subjective experience, which will restrict the effectiveness of learning strategy teaching.
4. Many students lose interest in classroom because their initiative and enthusiasm cannot be fully exerted in class.

❖ Combination of the Modernized Teaching Method and Traditional Teaching Method

It's an important developing trend to use multimedia technology and internet in teaching. The two teaching methods are complemented with each other. The traditional teaching method focuses on the rational knowledge of the language—rules and frame. The modern teaching method use the multimedia technology as the assistant method focuses on the practical application and specific operations of the language. We'd better not only promote the advantages of the traditional teaching method but also use the multimedia rationally to achieve the best teaching results. Timely adequate and appropriate are the rules of multimedia teaching, we should lead the students to use the advanced technology to find out the information and material out of the books to increase the stock of knowledge, expand and consolidate learning content. By this way we can get a new teaching style that combine the advantages of the traditional methods and modern methods. Innovate teaching ideas and methods; combine the advanced teaching methods with scientific teaching methods. Combining the advantages of the two teaching methods could achieve the best teaching results, improve the skills of the

students' and improve the quality of teaching. In teaching only use one media, use more than one media is better, using different properly medias and methods could not only improve the students' interests but also enriched the subjects .

SOME SUGGESTED INNOVATIVE TEACHING METHODS:

The researchers suggest some of the methods can very well be applied by the modern teachers. As the researchers feel that basically the core objective of teaching should never be deviated by the use of an innovative method. The following methods which are suggested are an extension to the traditional methods of teaching.

1 TEACHING WITH SENSE OF HUMOUR – "HUMOUR AN EFFECTIVE MEDIUM OF TEACHING"

Everyone loves a teacher with an infectious sense of humour. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progressing any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student.

Humour strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humour has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. Numerous studies in the field of advertising have noted that humour is the most effective tool for enhancing recall of advertisements.

It is easy to create a humour in the classroom by reading books of jokes and to listen to professional comics. The students should be encouraged to take notes, especially to learn about the professionals' use of such techniques as exaggeration, pauses, and timing. Observe reality and exaggerate it - much humour lies in observations about real life and truthful situations. In conclusion, humour not only plays an important role in the healing process but is also very important in education.

2. MNEMONICS WORDS- WORDS –WORDS AP PROACH

Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students he can just go on saying mnemonics or its associated meaning in words. Here he goes on saying only words instead of sentence, and once they come to a basic understanding of the meaning of a particular concept then the teacher will explain in sentences. For example in teaching language courses this technique can be used as an effective medium by the teacher to develop word power.

- ✓ Dictionary must be used widely
- ✓ Word power increases
- ✓ Teacher also gets to know many words pertaining to a particular concept.

FINDINGS:

1. From the above description it is clear that traditional teaching methods and modern teaching methods are different but till now this two teaching methods are same effectiveness in the classroom.
2. If the teacher use effective teaching method than the students gather their knowledge first and well. And becoming the students resource person and this resource person helps the country to prosper.
3. The new teaching methods that the researchers mentioned are effective and if the teachers used this methods then they will surely be success to motivate their students.

CONCLUSION:

On the basis of the above findings the following conclusions were drawn. In the modern era teaching learning process in the classroom are very complex. So the teacher not only use the traditional methods of teaching but also they use different types of modern methods to literate the pupils. The teacher must conscious their methods of teaching and try to think about the new methods of teaching. But it is important that, those teaching methods the teacher used must be student centric and students motivation centric. If the teacher used innovative methods of teaching and literate the pupils they must be empowered and this empowered pupils is the future of our country, with the help of this empower pupils our country become empower one day.

REFERENCE

- Agnew, P. W., Kellerman, A. S. & Meyer, J. (1996). *Multimedia in the Classroom*, Boston: Allyn and Bacon. | • Boud, D. & Feletti, G. (1999). *The Challenge of Problem-Based Learning*, (2nd Ed.), London: Kogan Page | • Hofstetter, F. T. (1995). *Multimedia Literacy*, New York: McGraw-Hill. | • Jonassen, D. H., Peck, K. L., and Wilson, B. G. (1999). *Learning with Technology: A Constructivist Perspective*, New Jersey: Merrill/Prentice Hall. | • Lindstrom, R. (1994). *The Business Week Guide to Multimedia Presentations: Create Dynamic Presentations That Inspire*, New York: McGraw-Hill. | • Tapscott, D. (1998). *Growing Up Digital: The Rise of the Net Generation*, New York: McGraw-Hill. | • Teo, R. & Wong, A. (2000). *Does Problem Based Learning Create A Better Student: A Reflection?* Paper presented at the 2nd Asia Pacific Conference on Problem –Based Learning: Education across Disciplines, December 4-7, 2000, Singapore. | • Vaughan, T. (1998). *Multimedia: Making it Work* (4th Ed.), Berkeley, CA: Osborne/McGraw-Hill | • BPP (2000), *Success in your Research and Analysis Project*. | • CFA Level 2 Book Edition 2000 • Dunn, Philip (2001) *Interpretation of Accounts*. Uk, Student Accountant January 2001