



Maxims Of Teaching

*“Give Love and Respect
To Parents & Profession”*

Dr. Ravi H

Assistant professor



MAXIMS OF TEACHING

“ Maxims of teaching have been discovered, not invented, They are simply statements of the way in which teaching & learning go forward, They ensure effective & efficient teaching”

ಬೋಧನಾ ಸೂತ್ರಗಳನ್ನು ಕಂಡುಕೊಳ್ಳಲಾಗಿದೆ. ಆದರೆ ಅವುಗಳನ್ನು ಆವಿಷ್ಕರಿಸಲಾಗಿಲ್ಲ, ಅವು ಕೇವಲ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯು ಮುಂದುವರಿಯುವ ಮಾರ್ಗಗಳ ಹೇಳಿಕೆಗಳಾಗಿವೆ, ಅಲ್ಲದೇ ಅವು ಪರಿಣಾಮಕಾರಿ ಮತ್ತು ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆಯನ್ನು ಖಚಿತಪಡಿಸುತ್ತವೆ.

- An Eminent Educationalist



Introduction

Distribution of the knowledge & the teacher ability, both are separate
ಜ್ಞಾನ ಮತ್ತು ಶಿಕ್ಷಕರ ಸಾಮರ್ಥ್ಯದ ವಿತರಣೆ, ಎರಡೂ ಪ್ರತ್ಯೇಕವಾಗಿರುತ್ತವೆ.

Teacher needs two things

(i). The complete knowledge of the subject matters.

ವಿಷಯದ ಸಂಪೂರ್ಣ ಜ್ಞಾನವು ಮುಖ್ಯವಾಗಿದೆ.

(ii). The scientific knowledge of the teaching styles for disseminating the
knowledge to the pupils.

ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಜ್ಞಾನವನ್ನು ಪ್ರಸಾರ ಮಾಡಲು ಬೋಧನಾ ಶೈಲಿಗಳ ವೈಜ್ಞಾನಿಕ ಜ್ಞಾನ



Meaning

Psychologist introduced the laws of learning , Educationists have presented their experience & decision in the form of maxims considering their laws & elements as the basis of teaching.

ಮನಶ್ಯಾಸ್ತ್ರಜ್ಞರು ಕಲಿಕೆಯ ನಿಯಮಗಳನ್ನು ಪರಿಚಯಿಸಿದರು, ಶಿಕ್ಷಣತಜ್ಞರು ತಮ್ಮ ಅನುಭವ ಮತ್ತು ನಿರ್ಧಾರವನ್ನು ತಮ್ಮ ನಿಯಮಗಳು ಮತ್ತು ಅಂಶಗಳನ್ನು ಬೋಧನೆಯ ಆಧಾರವಾಗಿ ಪರಿಗಣಿಸಿ ಸೂತ್ರಗಳ ರೂಪದಲ್ಲಿ ಪ್ರಸ್ತುತಪಡಿಸಿದ್ದಾರೆ.

Experience & decision, performed in the form of maxims have been named as “Maxims of teaching”.

ಅನುಭವ ಮತ್ತು ನಿರ್ಧಾರವನ್ನು ಸೂತ್ರಗಳ ರೂಪದಲ್ಲಿ ನಿರ್ವಹಿಸಲಾಗುತ್ತದೆ. ಅವನ್ನೇ “ಬೋಧನೆಯ ಸೂತ್ರಗಳು” ಎಂದು ಹೆಸರಿಸಲಾಗಿದೆ.



MAIN MAXIMS OF TEACHING

(i). From simple to Complex.

(ಸರಳತೆಯಿಂದ ಸಂಕೀರ್ಣತೆಯ ಕಡೆಗೆ)

(ii). From known to Unknown.

(ಗೊತ್ತಿರುವ ವಿಷಯದಿಂದ ಗೊತ್ತಿಲ್ಲದ ವಿಷಯದ ಕಡೆಗೆ)

(iii). From seen to Unseen.

(ನೋಡಿರುವುದರಿಂದ ನೋಡದಿರುವುದರ ಕಡೆಗೆ)

(iv). From concrete to Abstract.

(ಮೂರ್ತದಿಂದ ಅಮೂರ್ತದ ಕಡೆಗೆ)

(v). From particular to General.

(ನಿಖರತೆಯಿಂದ ಸಾಮಾನ್ಯದ ಕಡೆಗೆ)

(vi). From whole to Part.

(ಇಡಿಯಿಂದ ಬಿಡಿಯ ಕಡೆಗೆ)



Con/-

(vii). From indefinite to Definite.

(ಅನಿರ್ದಿಷ್ಟತೆಯಿಂದ ನಿರ್ದಿಷ್ಟತೆಯ ಕಡೆಗೆ)

(viii). From psychological to Logical.

(ಮನೋವೈಜ್ಞಾನಿಕತೆಯಿಂದ ತಾರ್ಕಿಕತೆಯ ಕಡೆಗೆ)

(ix). From Empirical to Rational

(ಪ್ರಾಯೋಗಿಕತೆಯಿಂದ ವೈಚಾರಿಕತೆಯ ಕಡೆಗೆ)

(x). From Analysis to Synthesis.

(ವಿಶ್ಲೇಷಣೆಯಿಂದ ಸಂಶ್ಲೇಷಣೆಯ ಕಡೆಗೆ)

(xi). Induction to Deduction

(ಅನುಗಮನದಿಂದ ನಿಗಮನದ ಕಡೆಗೆ)



From Simple to Complex

(ಸರಳತೆಯಿಂದ ಸಂಕೀರ್ಣತೆಯ ಕಡೆಗೆ)

- Teaching is to be made successful & essential by using a maxim called “**From simple to complex**”.
- Teacher should be divided the subject-matter into simple aspects & complex aspect.
- Teacher should tell simple concept first & difficult concepts latter.



Con/-

Example:

(i). Drawing a straight line simple to teacher but difficult to pupils.



From Known to Unknown

(ಗೊತ್ತಿರುವ ವಿಷಯದಿಂದ ಗೊತ್ತಿಲ್ಲದ ವಿಷಯದ ಕಡೆಗೆ)

A good teacher bases this new knowledge on previous knowledge of students.

Example:

Profit or Loss - taught to the pupils by referring to the shopkeepers.



From Seen to Unseen

(ನೋಡಿರುವುದರಿಂದ ನೋಡದಿರುವುದರ ಕಡೆಗೆ)

Psychological, the pupils ranging from 6 to 14 years are at perceptual level – only.

Teacher use the seen or perceptual things to impart the knowledge regarding unseen or non-perceptual things.



From Concrete to Abstract

(ಮೂರ್ತದಿಂದ ಅಮೂರ್ತದ ಕಡೆಗೆ)

The mental development of the pupils begins with the concrete objects & afterwards the gains micro words for them.

Example:

While teaching geography, the knowledge of mountains, lakes, rivers, & oceans or perceptual things or through their models, pictures & lines.



FROM PARTICULAR TO GENERAL (ನಿಖರತೆಯಿಂದ ಸಾಮಾನ್ಯದೆಡೆಗೆ)

Specific examples should be presented before the pupils first and then the general laws or principles should be derived from those specific examples.

Example:

[Teacher wants to teach, when the solids are immersed in a liquid, They lose their weight , he should perform two experiments before this pupils, First, the solids should be weighted in a liquid]

Pupils observed & testing from their own.



From Whole to Part

(ಇಡಿಯಿಂದ ಬಿಡಿಯ ಕಡೆಗೆ)

Gestalt : Perceive the objects as a whole & then its parts.

We gain knowledge about the “Whole” first & then its “Parts”.

Ex:

When we see some tree, our attention goes on the entire tree, then on its stem, branches & leaves etc



From Indefinite to Definite

(ಅನಿರ್ದಿಷ್ಟತೆಯಿಂದ ನಿರ್ದಿಷ್ಟತೆಯ ಕಡೆಗೆ)

- (i) Pupils intellectual development proceeds from indefinite to definite.
- (ii) Through sense organs, gaining the knowledge regarding different objects while living in the contact of this parents, brother – sister, other family members.
- (iii) On the basis of this gained knowledge, the gradually develops this personal concepts regarding objects.



FROM PSYCHOLOGICAL TO LOGICAL:

(ಮನೋವೈಜ್ಞಾನಿಕತೆಯಿಂದ ತಾರ್ಕಿಕತೆಯ ಕಡೆಗೆ)

PSYCHOLOGICAL ORDER:

- i. Knowledge should be presented according to the age of pupils, cursorily, needs & acquiring power.

Logical order:

1. Knowledge before the pupils dividing, it logically into various units.
2. Presenting the knowledge logically, the pupils interest, age & acquiring— power are over – looked. The presentation of the knowledge in psychological order is definitely better & useful instead of teaching in a logical manner. In lower –classes teach by using psychological order but logical order must be adopted as the pupils enters higher classes along with mental development.



3. In order words, we should proceed from psychological order to the logical order.



From Empirical to Rational

(ಪ್ರಾಯೋಗಿಕತೆಯಿಂದ ವೈಚಾರಿಕತೆಯ ಕಡೆಗೆ)

1. This maxim means to make the pupils empirical knowledge more rational, so that it becomes valid & definite.
2. Empirical knowledge is gain by the pupil through this own observations.

Examples:

Freezing of water in winter & converting water into steam in summer.

similarly pupils looks everyday rising up & setting down the sun.



- **If the question rises to the pupil about the freezing & steaming of water, they will not able to answer scientifically & logically.**
- 3. It is necessary for a teacher to make the pupils empirical knowledge more rational, it makes the pupils knowledge more true & definite.**



FROM ANALYSIS TO SYNTHESIS

(ವಿಶ್ಲೇಷಣೆಯಿಂದ ಸಂಶ್ಲೇಷಣೆಯ ಕಡೆಗೆ)

Analysis means breaking a problem into its convenient parts, while synthesis means grouping of these separated parts into one complete whole. A complex problem can be made simple and easy by dividing into different parts.

“Analysis is the approach for understanding and synthesis is for fixation.” Analysis of a sentence’ is taught to students, that helps the students to understand the different parts of a sentence. Later on, synthesis of sentences should be taught.



Inductive to Deductive

(ಅನುಗಮನದಿಂದ ನಿಗಮನದ ಕಡೆಗೆ)

Induction means drawing a conclusion from a set of examples whereas deduction is its opposite. The teacher should proceed from induction to deduction. For example, in English while teaching conversion of active voice into passive voice, the teacher should first convert a few sentences of active into the passive voice and on the basis of those conclude the general rule for conversation of active voice into passive voice.



THANK YOU