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A STUDY OF ATTITUDES OF TEACHERS TOWARDS TEACHING LEARNING MATERIAL

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ABSTRACT

Education is a lifelong process and it permeates every aspect of an individual's life. Education is a process to shape the quality of life of an individual, which, in turn, enhances the quality of the society and the universe as a whole. Activities and direct experiences are the key notes in the primary teaching. It has been recognized that students grasp ideas better through concrete aids like pictures, models, demonstrations and field trips. Even among them, there are quite a lot of aids which appeal to more than one sense simultaneously. The use of working models for teaching should definitely be highly effective. Working models will secure immediate attention and will serve as a motivator. A large process could be easily understood by the students by using a working model. They are concrete objects which explain structures or functions of the concepts in an excellent manner.

Every society has its own apprehension about its future. The demands of future should face with the age-old tool, the ancient instrument of civilization, i.e., education are complementary attainments, as one stems from the other. Education, as a system of tomorrow looms large with computers, automation, INSAT networks and instructional media. Mass communication has emerged as a new branch of study and a fresh field of activity, with scope and utility of unprecedented dimension, since the invasion of electronics in the audio – visual media. In such a school set up, the future requires not millions of literates but persons who can make critical judgment and weave their way through novel environments. The prime objective of education meant to be to increase the capability of the student to adapt himself to the continual and fast changes in life.

Keywords: Education, Communication, Individual, Teaching, Audio, Video, Computer

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India is a land of inconceivable paradoxes. The Indian scene presents a curious phenomenon of having a pocket of modernity, in a vast hinterland of tradition. Science and superstition, atomic energy and cow – dung energy, enlightenment and obscurantism exist side by side, without causing conflict or embracement either to individuals or to institutions. After lecturing to the class about the

causes and effects of solar eclipse, a Hindu professor of astronomy would take a sacred dip in the Ganges.

This is because teachers, consciously or unconsciously, teach scientific facts without showing any correlation to science and life. Social studies and life are well – integrated units no amount of social revolution can after without giving the information through the teaching learning material in the core of

Indian thought and education. Education in the twenty-first century, in India, is likely to acquire a dimension, a new name and a new function.

Computerized education, teaching through machines and automation will be the watch world of the future progressive education. The instructors will make use of advanced audio-visuals aids, taper-reorder, a broadcasting network, television and the teacher-in-the sky satellites. The future education technology will have the chief objective of applying scientific technology to improve the efficiency of teaching and learning. In this changed scenario, teacher-education should precede student-education.

TEACHING LEARNING MATERIALS IN INSTRUCTION

Low volume of information and less complex concepts had to be learnt in the traditional system of education. So there was no need for any teaching aids.

Now a days students are expected to learn more within a short interval. Hence, the utilization of teaching aids in instruction has been widely felt and appreciated. When a teacher wants to teach a concept more effectively he must know how to select the appropriate aids to be used in teaching.

Edgar dale's cone of experience (1912) classified the audio-visual aids which had attracted the field of education. According to their effectiveness in communicating concepts, they are hierarchically categorized into three aspects;

1. Direct experience
2. Contrived experience
3. Dramatization
4. Demonstration
5. Fieldtrip
6. Exhibition
7. Television
8. Motion pictures
9. Radio and recording
10. Still pictures designed materials
11. Verbal symbols

TYPES OF TEACHING LEARNING MATERIALS

1. Verbalism
2. Teaching aids (non-projected and projected) and
3. Direct experience.

Using verbalism in teaching has the least effect, while direct experience will get more effect in teaching. The activities of direct experience are more effective than non-project and projected aids. Aids are the epidiascope, slide projector, film strip projector, OHP, motion picture etc. direct experience are demonstration, experiments, individuals doing experiments by them etc. this theory highlights the need for avoiding excessive verbalism and providing the activities of direct experience to the maximum extent.

Any technology makes the learner more active and interested. Video assisted instruction and computer assisted instructions are systematically programmed, with all psychological principles so that the learner's interest will be prolonged in the learning process in addition to interaction. These technologies are gradually pacing up in Indian institutions. At the same time, 'operation black-board' is also taking place on the other hand. There are situations which have to fight hard to get the minimum facilities. We often hear people saying 'Let the teachers exploit the facility of chalk and black board first in the class room teaching'. The answer to these kinds of remarks is that is let a teacher first try to use the locally available resources to the maximum extent in the teaching-learning process. At the same time, when the same teacher gets the chance to use the modern technologies in the teaching, he/she must equip him/herself to incorporate them in his/her teaching, so as to provide the maximum benefits to the students.

Visual experiences are more effective than verbal experiences. As the combination of sound and vision makes the class dramatic and imaginative, video-tape is one of the best media for science teaching. Video has the advantage of linear motion, facility of still frames, minimal loss of irrelevant information and information returns. Video based visuals offer still pictures, motion, black and white, colour and repetition of specific sections. In science teaching, all the demonstration is not economically efficient, which could be lowered by video-tapes.

In this age of science and technology, we can see the influence of media everywhere. We have seen the influence of media in the education helps teaches and students to make changes in their

skills and attitude. It also helps teachers and students to make changes in their skills and attitude. It also chaps them to change from the traditional teaching methods. Radio, audiotapes, TV, newspapers, bulletin board, posters, photographs, and modes are some media that our school teachers may utilize in their classrooms. But all the above cannot prove good and fit for every situation. So, to have a right selection, teachers must have a thorough understanding on the usability of these media, through proper selection and utilizations, teachers can remove many of the obstacles for effective teaching and learning process.

EFFECTIVE TEACHING

Effective teaching leads to engaged and intelligent learning; it may be defined as showing or helping students to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, besides causing to know and understand. It is also guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

Effective teaching consists of those teaching decisions about actions routines and techniques that increase the decision making capabilities of students. Effective teaching is much more than an intuitive process. Holistic appreciation, active knowledge, teamwork, critical thinking, creative thinking, and problem solving are the major outcomes of effective teaching.

Effective teachers – who are they?

There is a saying that

“An ordinary teacher tells
A good teacher demonstrates
The best teacher inspires”

The teacher can relate teaching to the learner’s experience, provide appropriate experience, and encourage learning to develop directly from a learner’s experience. Teaching cannot be defined apart from learning. “Teaching is guiding and facilitating learning enabling the learner to learn setting the conditions for learning.

Teaching aids as sensory objects facilitate initiate, stimulate and reinforce learning. Such aids not only convert passive, monotonous and mechanical environment of the classroom into a lively one but also make students more active and

attentive. The learning structure can be affectively generated with the help of teaching aids and instructional objectives can be achieved easily.

Teaching is a process through which a certain amount of knowledge is imparted, certain skills are developed and right type of attitudes, values and interests are inculcated. Teaching involves the following:

- Interacting between teacher and students through content
- Providing and developing skills.
- Providing knowledge to students.
- Processing the information.
- Communicating the knowledge.
- Integrating the knowledge.
- Organizing the information.
- Correlating the facts.
- Energy consuming job.

The materials used in the teaching and learning process facilitate the teacher to teach his lesson in an orderly manner. It makes the difficult concepts simple in a scientific way for pupils. Teaching learning material is very crucial in the context of learner. The teaching learning process, which is tri-polar in nature, becomes meaningful when the teacher plans appropriate strategies. The maturity levels of the learner. Models, specimens, actual objects and use of locally available material and kits of different nature are some of the example of the teaching learning materials. Edgar Dale’s cone of experience needs special mention in this context. It is said that

“I hear I forget,
I see I remember,
I do I understand”

This implies doing is very important than mere passive listening. The teaching learning materials help in the process of conceptualization. The teaching learning material relate the content with methodology. In a way it is an asset to the child and the teacher to realize the objectives of the lesson. The passive class turns active and the child feels at home when the teaching aids are used in the classroom. Seeing and doing are two important processes that motivate the child to learn the concepts in a natural way.

Teaching learning material is anything by means of which the learning process may be encouraged or carried out through learning material, maximum utilization of sense organs could be possible. Senses are said to be gateway of knowledge.

The teachers of today does not consider the child as a vessel waiting to be filled up with facts; nor as a pliable plastic material which can be transformed into any shape enabling him/her ideas on it. The modern teachers consider each child to grow according to its abilities and aptitudes. The modern teachers find education as a process of interaction between the child and its environment. A good teacher is a good explainer. Efforts are directed to motivate children to experiment, to search out facts for themselves and to undertake projects in small groups. Activity and experience are the key notes in his/ her schemes of teaching.

Children learn by doing and learn how to learn in groups and also individually. Teachers realize the constant influence or communication media outside the classroom upon the students. Hence the teachers of today realize the need for providing experiences to suit individual differences among pupils and attempt to use the media and methods generated by educational technology.

THE PSYCHOLOGY OF USING TEACHING LEARNING MATERIALS

The traditional teachers depend too much on verbal exposition. As per the saying the pupils hear and forget. Further, unless the individual has a pragmatic imagination it will be difficult for the individual to visualize objects and events, however, vivid, verbal description is.....

As a sensory organ, the eye is very highly developed when compared to the other sensory organs. It is quite natural that the knowledge gained through the sense of sight is more vivid, accurate and permanent. Hence what sees, one remembers. More than 80% of knowledge is gained through our eyes.

When one is engaged in any practical activity, involving physical work (doing practical work in the laboratory, workshop, or in the field) the senses are used to perceive. Knowledge is gained through all the senses. Hence in flow of knowledge is through many channels and naturally quick,

complete and more accurate. As per the research findings, the amount of learning taking place is dependent on the sense organ used to learn.

Learning

- 1% through taste
- 1.5% through touch
- 3.5% through smell
- 11% through hearing
- 83% through sight

Remembering

- 20% through hearing
- 30% through seeing
- 50% through seeing and hearing
- 80% through saying and doing

This statistics though not exact, highlights the implications for using audio visual aids in teaching and thereby enhancing learning among children.

The importance of materials used in the teaching learning process cannot be ignored. Material helps the teacher to teach in a better way and helps the students to learn better. The material is

- For interacting with the content.
- For making teaching learning material
- For developing motivation.
- For active participation in learning.
- For better display in the classrooms.
- Helpful for learning of concepts.
- Helpful for proceeding from concrete to abstract thinking.

- Used for visualization of concepts easily.

The significance of teaching learning materials (TLM) can be mentioned as under:

- TLM is best attention compellers.
- TLM arouses interest and motivate the pupils to action stimulating physical and mental activity.
- TLM reduces verbalism and contribute towards the clearness of perception and accuracy in learning.
- TLM extends first-hand experience when the students see a demonstration, handle the apparatus, perform the experiment themselves and prepare charts, sketches and models etc.

- TLM corrects misconceptions and secure additional ideas among the students.
- TLM helps in bringing vivid reality into the classroom.
- TLM is the most natural and easiest way of learning.
- TLM saves time and learning is more solid and durable
- TLM breaks monotony and gives variety to the classroom technique, which is always attractive to the children.
- TLM provides a chance to touch, feel, and handle and manipulate things.
- TLM leads to laugh, talk, question, comment and discussion among the pupils.
- TLM motivates the student's to do work on their own accord.
- TLM provides opportunity to inculcate scientific attitudes and give training in the scientific method.
- TLM leads to a lot of joy in learning process.

The concept of material is of three types, namely,

1. Concept of no cost
2. Concept of low cost
3. Concept of using locally available material

A lot of orientations and training programs have been conducted to enhance teachers' competency for qualitative teaching learning process. Hence it is first and foremost duty of a teacher to equip him with the latest techniques of classroom transaction. Unless and until he becomes confident and thorough with the concept of the topics, subject-wise and in the art of transaction skill no tangible progress can be expected. As the SarvaSikhyaAbhiyan is a time bound program sincere attempts pertaining to classroom practices. Teaching learning materials and evaluation procedure for enhancing learner's achievement need to be taken in activity- based teaching learning process; clarification of concepts through uses of teaching learning materials makes the process easier. From clarity point of view, after implementation of activity based teaching, the teachers were oriented in conducting activity in the classroom.

NEED FOR TEACHING LEARNING MATERIAL IN TEACHING

A rich galaxy of audio - visual aids will have to be harnessed to make the teaching of any subject lively and interesting. A variety of aids like pictures, maps, filmstrips, models, cartoons, charts, graphs etc. need have be used in teaching.

Teaching and learning will then be a dynamic and exploiting process for all who share in the explorations. The concepts of social studies curriculum which attempts to reflect commonly accepted and basic ideas of contemporary historians. The national social science teachers' association committee on curriculum development in 'theory in action' suggests conceptual schemes.

India is considered as the second largest democratic nation in the world. When India got her freedom in 1947, only about 16% of its people were literate. Democracy and illiteracy don't go hand-in-hand. To safeguard democracy we have to eradicate illiteracy from the country. Gandhiji, the father of the nation observed; "illiteracy is India's sin and shame and it should be wiped out"

This is why the then leaders wanted to increase the percentage of literacy of the country. For this different committees and commissions were set up to recommend strategies to increase literacy percentage of the country. The education commission (1964-66) spelt out,

"The destiny of India is being shaped in her classroom. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people".

In spite of the best efforts from all sectors the percentage of literacy has just gone up to 65% as per the census report – 2001. this figure is appreciably less in the rural sector, where it is less than even 50%. This increase in literacy rate speaks about the quantitative aspect of education, whereas out education is quite lacking in qualitative aspect.

The efficiency of the teachers is measured in terms of the extent of teaching learning materials used in the classroom. TLM provide an excellent opportunity for the teacher to deal with the lessons in meaningful way and help the teacher in the process of interaction with the students in a big way in the classroom processes.

Teaching learning material are devices, which present units of knowledge through auditory or visual stimuli or both with a view to help learning. They concretize the knowledge to be presented and thus help in making learning experience appear real, living and vital. They supplement the work of the teachers and help in the learning.

Teaching inevitably deals with worlds which go beyond the experience of pupils. The teachers have to use a vocabulary of politics, economics and the arts. They have to make merino of people of different times and climes. Mere verbal descriptions will not help to bring the facts home to the pupils. The use of teaching learning material helps the teachers to give a real experience about all these things.

The use of teaching learning material helps making learning permanent. They enable the students to learn faster, remember longer and gain more accurate information. The presentation of social studies through various devices will help in portraying the matter in the true and realistic form. Teaching learning materials, in-facts, are supplementary devices by which the teachers of social studies, through the utilization of more than one sensory channel, can help to clarify, establish and correlate accurately, concepts, interpretations, and make social studies alive and interesting.

A CONSTRUCTIVIST CLASSROOM IS STUDENT - CENTERED

A Constructivist Classroom is a Student-Centered Classroom. The student-centeredness of a constructivist classroom is clearly apparent in a reader response approach to literature. Recognizing the significance of the unique experiences that each reader brings to the reading of a selection of literature, the teacher in a response-centered approach seeks to explore the transaction between the student and the text to promote or extract a meaningful response (Rosenblatt, 1978). This places the student in a central position in the classroom since exploring this transaction seems unlikely to occur unless the teacher is willing to relinquish the traditional position of sole authority, thereby legitimating the unique experiences that all members of the class bring to the reading rather than just those experiences the teacher brings. The

resulting perception and effect in the classroom is evident in students' recognition that the discussion is a legitimate one involving questions to which nobody knows the answer. It isn't a treasure hunting game where they are trying to guess what is in their teacher's head, but a process that creates meaning and knowledge.

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