

## **TEACHING SKILL**

On the basis of teacher's activities, all the skills are considered important and needed proper training. But it is not possible to provide training in all these skills through micro-teaching program, due to constraints of time and money. Therefore, a set of teaching skills across the subject areas are identified for training inexperienced teacher. They have been found very useful for every teacher. Some of the essential teaching skills are objective formations, introduction of lesson, questioning, probing questions, reinforcement, explaining, illustration with example, blackboard utilization, stimulus variation, classroom managements and closure.

In the previous chapter, we have already discussed about the concept of micro-teaching and its application in a systematic manner. Here we will discuss the essential teaching skills that are extensively used in daily routine teaching. Although, each of the skill is different from others in terms of concept, purpose, components, micro-lesson plan, evaluation and observation schedule. Some of the essential teaching skills are presented in detail:

### **SKILL OF INTRODUCTION OF LESSON**

The skill of introduction of lesson is considered as crucial to begin the teaching-learning process in effective way. In this way, students will realize the need of studying the lesson. Similarly, it would be easy for a teacher in establishing rapports with students before commencement of lesson. Introduction of lesson can be done with student's participation via questioning, narration, storytelling, and demonstration mode (with use of audio-visual aids).

#### ***Components***

- 1. Attentiveness*
- 2. Utilization of previous knowledge*
- 3. Technique and devices*
- 4. Developing interest*
- 5. Motivation*

### **SKILL OF EXPLAINING**

Explaining is a verbal action skill in which the teacher tries to satisfy student's queries related to concept, principle, theory, law and ideas. Skill of explaining may be defined as the art of learning the use of interrelated appropriate statements by the teacher for making understandable the desired concept or principle. Generally, explanation is to give understanding to another person about the

new phenomena/concept. It can be done by relating new knowledge to previous knowledge or from known to unknown. Furthermore, teacher also considers the age level, experiences, geographical locations and family background etc. of students for better and effective explanation. Thus learner will be able to assimilate and accommodate new data or experience. This skill can be made more effective by using simple language, examples and illustrative materials for better understanding and clarity.

In a classroom, an explanation is a set of interrelated statements made by the teacher related to a phenomenon or an idea in order to develop understanding in the pupils about it. The teacher should practice the desirable behaviors like using appropriate beginning and concluding statements, using explaining links between old and new knowledge and testing pupil understanding. Similarly, teacher should not practice the undesirable behaviors like making irrelevant statements, lacking in continuity, using inappropriate vocabulary, lacking in fluency, and using vague words and phrases as far as possible.

### **Components**

1. *Simple and accurate language*
2. *Effective communication*
3. *Fluency and voice change*
4. *Audibility*
5. *Beginning statement*
6. *Relevant statements*
7. *Harmony in presentation*
8. *Focusing on essential points*
9. *Relevant and interesting examples with use of appropriate media*
10. *Planned repetition*
11. *Concluding statements*

### **SKILL OF QUESTIONING**

Question has been an integral part of teaching for more than two thousand years (since Socrates). In ancient period, Gurus (teachers) are used to teach their disciples orally through the question-answer technique. In the modern age, despite of scientific and technological progress, significance of questions is same as earlier and consider as most effective tool in the process of teaching.

Questions are the most important tool of thinking, reasoning, learning, teaching and of course evaluating the performance of pupils. Questions are used at every stage of teaching i.e. pre-active, interactive and post-active. In pre-active phase of teaching includes all those activities which a teacher performs before entering in the classroom. In this phase (planning), where teacher keeps in mind

certain questions before entering in the classroom and tries to solve them during teaching. Though the interactive phase where teaching starts with introductory questions based on background knowledge of pupils in order to introduce the lesson. In this continuation, time to time questions are asked by the teacher to assess the abilities of learner whether pupils understand the concept or not. At last phase (post-active), teacher asks questions after completing lesson to evaluate the learning outcomes of pupils. Thus, question is quite essential on the part of a subject teacher for taking interest in the acquisition of this skill to carry the teaching activities.

Similarly, teacher follows two patterns in the classroom before asking questions. One is exposition lessons where pupils are exposed to some material, typically a summary or explanation from the teacher, a task or a reading, after which the teacher asks questions. This can be followed by individual or small group learning. Exposition usually follows the pattern i.e. teacher question, pupil answer, teacher evaluation and next question. However, in other pattern i.e. discussions lesson, in which there is a mixture of statements and questions that are generated by both pupils and teacher.

### **Types of questions**

There are mainly two types of questions that pupils use and which serve different purposes. Question can be used to obtain an answer, elicit information and even to influence others.

*(i) Close ended questions*

*a) Factual*

*b) Memory recall*

*c) Limited discussion*

*d) Convergent*

*(ii) Open ended questions*

*a) Evaluative*

*b) Inference*

*c) Comparison*

*d) Application*

*e) Divergent question*

*f) Higher order question*

*g) Problem-solving*

### **Level of question**

There are mainly three levels of questions used by the teacher i.e. lower, middle and higher order questions. These levels are depending on complexity of questions. The teacher uses any of these levels of question considering knowledge, aptitude, age, and grade of students. Teacher also considers the nature of content and purposing in framing questions.

*(i) Lower order question*

These questions are asked to test the preliminary knowledge of the students. In this category the questions are based on memory recall and recognition type. For example, what is population of India? When the MNREGA scheme was launched? Who is founding father of economics?

*(ii) Middle order question*

The middle order questions are used to test the understanding, explaining, applying and describing etc. These questions are basically follow-up questions based on students' comprehension of the topic or concept. For example, what do you mean by poverty? What are the causes of poverty?

*(iii) Higher order question*

These types of questions are used to test the higher order thinking of students. It is required intellectual processing of information which includes analysis, synthesis, analogy and evaluation. In this category proves, justifies and establishing relations etc. are done. For example, why the population of India is growing? How the capitalistic economy is harmful for overpopulated countries?

**Components**

Questioning is considered as a skill because everybody asks questions all the time, there are people who simply do not know how to be good at it. These may be properly discussed by placing them into their two-fold divisions, namely framing of the questions and presentation of them to the students.

*1. Framing of the questions*

- a) Purposeful*
- b) Relevancy*
- c) Clarity*
- d) Brief or Conciseness*
- e) Grammatically correct*
- f) Thought-provoking*

*2. Presentation of questions*

- a) Distribution of questions*
- b) Conversational language*
- c) Voice of the teacher*
- d) Audibility*
- e) Speed and pause*
- f) Teacher behavior*

## **SKILL OF PROBING QUESTIONS**

Questioning is a powerful device of teaching. It is mainly a teacher-controlled device. The teacher transacts a lot of learning experiences in the classroom through this device. The success of questioning lies in evoking desired responses from the students. The skill of probing questioning may be defined as the art of response management comprised of a set of behaviors or techniques for going deep into the student's responses with a view to draw out the desired responses. Simply, we can say that the skill of probing questions helps the students to think in depth about the various aspects of the problem. This skill should be applied to the whole class rather than few selected students. If a teacher judiciously applies this particular skill in the classroom, obviously that motivate the whole class to think on the point under discussion.

When a teacher asks questions to students in the classroom, different situation arises. The students respond the questions in number of ways and styles such as no response, incorrect response, partially correct response and correct response. Student's responses are mainly based on nature of question. Therefore, a teacher has to learn the art of managing the response of his student for eliciting desired response with the help of a series of questions in order to achieve the teaching objectives.

In case of no response or incorrect response, then, teacher asks some peripheral questions about what he or she already knows about the related problem, which leads to arrive at correct or desired response. Similarly, when the responses are absolutely correct, then, teacher goes deep into content by asking more questions of how, why and sometime of what types. Thus, the skill involves a series of questions to go deep into student's response.

### **Components**

- 1. Prompting*
- 2. Information seeking*
- 3. Redirecting*
- 4. Refocusing*
- 5. Developing critical thinking*

## **SKILL OF STIMULUS VARIATION**

The process of teaching-learning will be effective when the whole class is attentive. If the environment of classroom remains static for long duration, then naturally the interest of students will be declined. As the situation becomes monotonous our senses are less sharp and ineffective. Therefore, it is essential to make the classroom environment lively, interesting, challenging, and thought provoking

for the purpose of better teaching-learning. This process of bringing variation in the overall interactive environment of the class with the help of stimuli change is called stimulus variation.

The skill of stimulus variation may be defined as a set of behavior for bringing desirable change in the stimuli used to secure and sustain student's attention towards the lesson. Generally, a teacher makes use of an appropriate stimulus for evoking desired responses and behaviors of students in the classroom. For this purpose, the teacher uses some gestures, body movements, makes certain verbal statements etc. all these behaviors are related to stimulus variation. However, a continued use of a stimulus may induce disinterest and inattention among the students.

### **Components**

1. *Movements*
2. *Gestures*
3. *Change in speech pattern*
4. *Pausing*
5. *Focusing*

### **SKILL OF ILLUSTRATION WITH EXAMPLE**

It has been observed that sometimes students feel difficulty in understanding some concept, abstract ideas and principles during classroom teaching. Similarly, sometimes teacher also faces difficulty in conveying the true sense and meaning of a concept despite the best explanations. This difficulty of the teachers can be solved easily if they are able to master the skill of illustration with examples. It involves describing an idea, concept by using various types of examples. The skill is defined as the art of judicious selection and proper presentation of the suitable examples in order to generalize a concept, idea or principle with a view of its understanding and proper application.

In this way, teacher uses his experience to illustrate the concept or any difficult topic with the help of examples. Examples are considered as evidence which teacher uses in support of concept or topic for better understanding. Thus, illustrations with examples are powerful teaching devices. They often command and hold attention with remarkable effectiveness. They stimulate the thinking faculties. They stir up emotions and may reach the conscience and the heart. They are also an effective memory aid.

### **Components**

1. *Relevant*
2. *Simple*
3. *Real*

4. *Interesting*
5. *Appropriateness of media*

### **SKILL OF BLACKBOARD UTILIZATION**

The skill of blackboard utilization may be defined as a technique that helps a teacher to use blackboard effectively in the teaching-learning process for attaining the teaching objectives in the classroom.

Blackboard is said to be the right hand and/or important tools of a teacher. Blackboard is considered as simple, convenient and most suitable visual teaching aid. It is widely used across the world in the teaching-learning of almost all the subjects and topics. Effective use of blackboard increases the effectiveness of teaching as it helps the teacher in giving explanation and students to understand the concept or topic. Therefore, a teacher has to learn the art and skill of using blackboard effectively in the classroom.

#### **Components**

1. *Legibility*
  - a) *Distinct space between letters*
  - b) *Size of the capital letter*
  - c) *Size of small letter*
  - d) *Thickness of the lines*
2. *Neatness*
  - (a) *Straightness of the lines*
  - (b) *Spacing between the lines*
  - (c) *Avoidance of overwriting*
3. *Appropriateness*
  - (a) *Continuity in the points*
  - (b) *Figure at proper place*
  - (c) *Brevity and simplicity*
  - (d) *Highlighting the main points*
4. *Proper presentation*
5. *Standing position of teacher*
6. *Value aspect*

### **SKILL OF REINFORCEMENT**

The term reinforcement was introduced by Pavlov in 1903. The concept of reinforcement means getting the work completed by giving some incentives or reward to certain person. Psychologically, reinforcement is a technique in strengthening the behavior of the learner to learn more in the classroom. Though, reinforcement is a skill which teachers use to increase the frequency of desirable behavior and decrease the occurrence of undesirable behavior of the learners. In other words, reinforcement is the procedure of using a

reinforcer to increase the rate of a behavior. It should be noted that activities, foods, or items that are generally considered pleasant or enjoyable by others may not necessarily be reinforcing. That is, what serves as a reinforcer to one person may not be a reinforcer to another? For example, if a child receives a piece of chocolate when he asks for one and the frequency of 'chocolate-requesting behavior' increases, the chocolate can be seen as a reinforcer i.e. chocolate-requesting behavior. On the other hand, if 'chocolate-requesting behavior' does not increase, the chocolate cannot be considered as reinforcer. It is also known as feedback skill.

There are two types of reinforcement i.e. positive and negative reinforcement. Positive reinforcement provides pleasant experience or feeling of satisfaction which contributes towards strengthening of desirable behavior (response). However, the negative reinforcement results in unpleasant experiences, which help in weakening the occurrence of undesirable behavior (response).

### **Components**

Reinforcement is given in order to desirable change in the behaviors of the learner. The skill of reinforcement has the following behavioral components:

1. *Positive reinforcement: (Optimistic)*
  - a) *Positive verbal reinforcement*
  - b) *Positive non-verbal reinforcement*
2. *Negative reinforcement: (Pessimistic)*
  - a) *Negative verbal reinforcement*
  - b) *Negative non-verbal reinforcement*
3. *Contact reinforcement*
4. *Proximity reinforcement*
5. *Activity reinforcement*
6. *Token reinforcement*
7. *Punishment reinforcement*

### **SKILL OF CLOSURE**

This skill is also known as recapitulation in the Herbartian steps. Skill of closure means wrap up a lesson plan. This skill is necessary to use in the lesson for definite summing up and revision of the meaningful facts already taught. In this direction, teacher engages the students in a helpful activity or in a quick discussion about what exactly they learned and what it means to them now while closing a lesson.

### **Components**

1. *Revision*
2. *Summarization*

3. *Consolidation*
4. *Application*
5. *Linkage*
6. *Feedback*

## **SKILL OF CLASSROOM MANAGEMENT**

Classroom management is one of the most fundamental aspects of high quality education. As we aware that learning is effective when the students actively participate in the classroom activities. The purpose of this skill is to increase student's academic engagement and enhance pro-social behavior of students in the classroom setting. Classroom management skill is the process by which teachers create and maintain appropriate behavior of students in classroom settings. Teachers use variety of skills and techniques to keep students organized, orderly, focused, attentive on task and academically productive during a class.

When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual and groups of students. Generally speaking, effective teachers tend to display strong classroom-management skills, while inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

### ***Components***

1. *Address students with their name*
2. *Fixed classroom norms*
3. *Giving Clear instructions*
4. *Ensure full participations of each student*
5. *Checking student's performance*
6. *Recognizing and reinforcing attending behavior*
7. *Maintaining discipline in the classroom*