

INNOVATIVE TECHNIQUES IN TEACHING LEARNING PROCESS WITH REFERENCE TO MODEL SCHOOLS

Dr. T. Sharon Raju¹ and Dr. Budda Neelaveni²

¹Associate Professor & Head; Chairman, BOS in Education (UG)
Department of Education, Andhra University, Visakhapatnam-530003, A.P., India

²Former Research Scholar, Department of Education, Andhra University,
Visakhapatnam-530003, Andhra Pradesh, India.

ABSTRACT

This paper discusses the Teaching Learning Process with reference to innovative techniques in teaching. Learning is the continuous process until death of a person for which as far as the need inculcate and update the techniques in teaching is very essential. I will collect the information from the secondary data and analyze the focused issues related to innovative teaching techniques in teaching learning process. This century is called the age of digital technologies and knowledge. How is the school changing in the new century? How does learning theory change? In this paper, we consider the expansion of the subject of pedagogy, the digital generation and the changes taking place, and innovation in teaching. A great teacher can transform the brick-and-mortar confinement and take students on a journey of pure learning, responding to their doubts and instilling an environment of curiosity and interactivity. So, as far as the importance and present status of the teaching learning process and related issues I will interpret the available data in innovative manner for the better understanding of the concept. It is very useful for the budding teachers who are ready to involve in the societal development. Innovative techniques in teaching learning process are very useful for the quality education in model schools. Hence I selected this topic for the observation of key elements in innovative techniques in teaching learning process in model schools.

Key Words: Innovative Techniques, Teaching Learning Process, Technology, Updated Knowledge.

INTRODUCTION

In the twenty-first century, significant changes are occurring related to new scientific discoveries, information, and globalization, the development of astronautics, robotics, and artificial intelligence. This century is called the age of digital technologies and knowledge. The purpose of the chapter is to summarize the current changes for the use of innovative teaching methods and study the understanding of changes by teachers. Innovative teaching means creativity and novelty of the teacher which changes the style and method of teaching. All over the world, educational institutions implementing new ideas, methods, technology based innovations to enhance the present and future of education to help students to reach their full potential.

NEED OF THE STUDY

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge ability and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. The world is moving towards competition. People a new learning struggle to learn, and to work hard to create environment. The innovative thinking, creative environment and self-sufficiency communication methods are that impart good knowledge. The technology based learning is also developed good teaching skills as well as student's creativity new pedagogical methods also develops students learning skills and self sufficiency.

OBJECTIVES OF THE STUDY

1. To study the innovative techniques in teaching learning process of model schools.
2. To study the digital learning process of 21st century in model schools.
3. To study the expansion of the subject of pedagogy in model schools.

MAIN THEME OF THE STUDY

Indian schools are introducing various innovations in classrooms to give students all-round development and growth. The classroom is the original cultivator of true learning, talent and creativity. The dynamics between a teacher and students define the essence of a classroom. A great teacher can transform the brick-and-mortar confinement and take students on a journey of pure learning, responding to their doubts and instilling an environment of curiosity and interactivity.

The innovative teaching method like audio and video tools, class outside the class, role play, welcome new ideas, puzzle and games, introduce lessons like a story, learning by doing science, peer teaching, games, collaboration through this innovative techniques in teaching learning process Incorporate audio-visual materials in your sessions. Supplement textbooks with models, filmstrips, movies and pictorial material. Use info graphics or other mind mapping and brain mapping tools that will help their imagination thrive and grow. These methods will develop their ability to listen, but it will also help them understand the concepts better. Through class outside the class Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. The children will find this fresh and exciting and will learn and remember the things taught faster. Role playing is most effective for students of almost.

Through learning by science Engaging with authentic scientific tools and practices skills, improve such as controlling remote laboratory experiments can build science inquiry conceptual understanding, and increase motivation. Remote access to specialized equipment. 21st century digital learning process in model schools Young learners are growing up in a technology-driven environment. They are accustomed to accessing technology in their daily life for personal and professional use. Since 2000, there has also been a significant increase in technology use in kindergarten through twelfth grade educational environments. Learning with computer-based technology has been emerging and evolving over the past two decades, and the variety of tools and resources available for educators is daunting and ever growing. Undergraduate programs increased 10% between 2012 and 2015, compared to a 3.2% decrease in overall undergraduate enrollment in that same time period. However, producing an effective learning environment with technology is a challenge for educators.

Implementing e-learning technology can help meet the needs of learners and create a dynamic and engaging learning environment The benefit of e-learning are that it is often essentially "on demand" for users, being available anytime, anywhere, and to anyone The learner can complete the didactic portion of the course online, and then come to a classroom for the skills demonstration and validation to receive their certification. This transitions an all-day face-to-face course to a combination of brief face-to-face instruction and e-learning, allowing the content to be mastered by the participant at his or her own pace.

A 21st century education is about giving students the skills they need to succeed in this new world, and helping them grows the confidence to practice those skills. With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways, Creativity, critical thinking, Communication, and Collaboration.

Creativity is about thinking through in order in new ways, making new connections and coming up with innovative solutions to problems. Critical thinking is about analyzing information and critiquing claims. Communication understands things well enough to share them clearly with other people. Collaboration is about teamwork and the collective genius of a group that is more than the sum of its parts Technology must be used strategically to benefit students. Students are increasingly advanced users of technology even as they enter school for the first time, so this can often mean being opened to the possibilities presented rather than attempting to teach and prescribe the use of certain programs. Many a classroom 'technology class' has baffled children by attempting to teach them about programs, websites and hardware that are no longer relevant or that they understand far better than the teacher does to educate in the 21st century, teachers and administrators need to cultivate and maintain the student's interest in the material by showing how this knowledge applies in the real world. They must also try to increase their student's curiosity, which will help them become lifelong learners. Next they should be flexible with how they teach and give learners the resources to continue learning outside of school. New pedagogical

models — making explicit and specific what teaching for this kind of connected and flourishing learning looks like, and sharing that knowledge in a way that can be directly adopted by teachers and students.

The goal of pedagogical specificity will be achieved through identifying and sharing best-case examples of learning designs and teaching strategies, and through capacity-building focused on teachers and students. :

1. The teacher as designer of powerful learning experiences
2. The teacher as a source of human, social and decisional capital in the learning experience
3. Teachers as partners in learning with students, accelerated by technology.

Towards a New End: New Pedagogies for Deep Learning, Teacher as a source of human, social and decisional capital Teachers are continuous learners. Human capital, the capacities and training a teacher arrives into the profession with the starting place. Teachers continue to develop their expertise in an ongoing process of honing their skills and insights, working with other teachers to refine such learning, and getting better at making decisions by themselves and with others. All of these are “professional capital” resources that the partnership’s work will leverage and grow Teachers’ social capital derives from the quality and extent of their relationships with students, parents, peers, school leadership, outside experts, and the broader communities.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. To develop the innovative teaching techniques in the teaching learning process through changing the methods of teaching.
2. To emphasis rational thinking, knowledge ability, self sufficiency in the minds of the students.
3. The world is moving towards competition people a new learning struggle to learn to work hard to create good environment.
4. Through development of technology to develop well teaching skills in the minds of teachers.
5. Develop talent, interactivity, curiosity through different teaching techniques in the teaching learning process.
6. Develop student’s creativity, self sufficiency through innovative teaching approaches.
7. Teachers and administrators need to cultivate and maintain the student’s interests in the material by showing how this knowledge applies in the real world.
8. To increase the student’s curiosity that will help the lifelong learning.
9. To develop the social relationship with students, parents, peers.
10. Create technology driven environment in the classroom.
11. Through e-learning to meet the needs of learners to create dynamic and engaging learning environment.
12. In the minds of learners to develop new way of thinking, making connections and coming up with innovative solutions for their problems.
13. Through collaboration to develop team work.
14. Achieve the goals of pedagogy to develop innovative teaching learning process techniques in the classroom.

RECOMMENDATIONS OF THE STUDY

1. Teacher education should be based on use of a variety of teaching methods/tools, therefore, the student teaching process should focused on using more variety in selection of methods/tools.
2. The paradigm of teaching and learning has been changed from traditional transfer of knowledge by the teacher to constructing knowledge through experiences using technology (by student), therefore teaching strategies for the future of education should be based on student-oriented approaches and experiences. The teacher's role should be changed to be a guide or helper for student learning, because student learning is not a passive process, it is active process.

3. The principles of teaching and learning and related theories should be addressed in the teacher education and teacher in-service programs because the amount of education in this area has an impact on use and effectiveness of selected teaching methods/tools.
4. The findings should be shared with teachers and teacher educators to emphasize the importance of the appropriate use of teaching/learning principles, methods and tools.
5. Teaching-learning materials and tools including computers and other resources should be more available in secondary education programs to improve the learning experience by using technology.
6. The model developed in the study should be used to help selection of appropriate teaching methods and tools in secondary education programs.

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*Budda Neelaveni, Research Scholar (Ph.D), Department of Education, Andhra University, Visakhapatnam – 530003.

E-Mail: neelavenilalam@gmail.com