

Chapter - XIII

Stages of Teaching – Pre-active, Interactive and Post-active teaching

Objectives :

After learning this chapter the students will be able to —

- (i) *Explain the concept of teaching*
- (ii) *State the variables involved in the teaching process.*
- (iii) *Explain the functions of Independent and Dependent variables.*
- (iv) *Explain the phases involved in the teaching process.*
- (v) *Find out relationship among different phases of teaching.*

Introduction

Teaching is a complex process. It is considered as an art as well as a science. Teaching is an art as it is concerned with the talent and creativity of the teacher but it is a science as it involves various techniques, procedures and skills. Teaching is a highly skilled job which requires adequate preparation on the part of the teacher. To perform the job of teaching efficiently it is important to understand the concept and the mechanism of the teaching process.

Definitions of Teaching

(1) H.C. Morrison (1934) "Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter."

(2) John Brubacher (1939) "Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so."

(3) Burton (1963) "Teaching is the stimulation, guidance, direction and encouragement of learning."

(4) Clark (1970) "Teaching refers to activities that are designed and performed to produce change in student (pupil) behaviour."

(5) Ned. A. Flander (1970) "Teaching is an interaction process. Interaction means participation of both teacher and students and both are benefited by this. The interaction takes place for achieving desired objectives."

Characteristics of Teaching

The following are the important characteristics of teaching —

(1) Teaching is a process of imparting knowledge and developing understanding.

(2) Teaching is an interactive process carried out for the attainments of desired objectives.

(3) Teaching is a process to help the immature child to develop to be a socially responsible citizen.

(4) Teaching as a skilled occupation requires the teacher to be acquainted with the skills and techniques of teaching.

(5) Teaching is both art as well as science as Silverman (1966) expresses it in the following words —

"To be sure teaching, like the practice of medicine, is very much an art which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science, for it involves a repertoire of techniques procedures and skills that can be systematically studied, described and improved. A good teacher like a good doctor, is one who adds creativity and inspiration to the basic repertoire."

(6) Teaching is a professional activity involving the teacher and the student establishing personal relationship between the teacher and the student resulting in the development of the student.

(7) Teaching may have various forms like formal and informal, directional or instructional, training and conditioning, showing or doing, descriptive or remedial etc.

Teaching variables

Teaching process involves three types of variables —

- (i) Independent variable : Teacher is the independent variable in this process.
- (ii) Dependent variable : Student is the dependent variable in teaching process.
- (iii) Intervening variable : Content and the strategies of presentation are the intervening variable.

Teacher : The teacher is one of the important variables in the teaching process. The teacher is to perform the activities like planning, organizing and conducting teaching function. The teacher is an independent variable as he has freedom to perform the activities for providing learning experiences to the pupils.

Students : The student is the dependent variable in the teaching process because he has to act according to the planning and organization of the teacher. The student's performance is influenced by teaching activities.

Content and Teaching Strategies : The content and the teaching strategies are known as intervening variable. The interaction of the teacher and the student is taken place through intervening variables. The content determines the mode of presentation to carry on the teaching function effectively.

Functions of variables

The Independent and Dependent variables perform three important functions in the process —

- (i) Diagnostic Function
- (ii) Prescriptive Function
- (iii) Evaluative Function

(i) **Diagnostic Function :** The teacher is more active in this function. The teacher as the independent variable has to perform the following diagnostic functions —

- (a) Diagnosing the entering behaviour of the students.

- (b) Formulating the educational objectives.
- (c) Analysing the content.
- (d) Diagnosing his own capabilities.

Student as the dependent variable, has to diagnose strengths and weaknesses of his entering behaviour.

(ii) **Prescriptive Function** : Prescriptive function is carried out by the teacher in co-operation with the students. Prescriptive function involves —

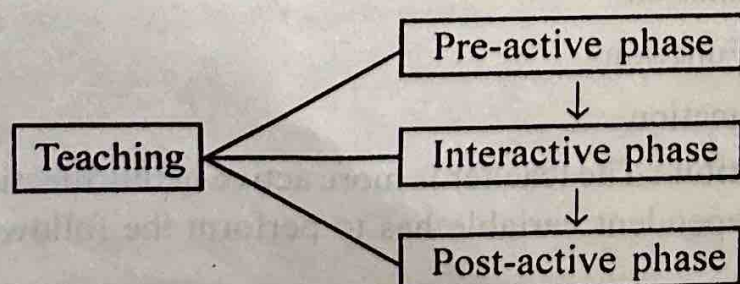
- (a) Selection of appropriate content and organising them in proper sequence.
- (b) Selection of proper methods, media and feedback device keeping in view individual difference of the students.
- (c) Presentation of the content in co-operation with the students.

(iii) **Evaluative Function** : Evaluative function is mainly concerned with finding out the outcome of the teaching process. Evaluation is done through different measures like tests, observations, interviews, rating scale etc. It provides necessary feedback to the teachers as well as to the students. The effectiveness of prescriptive function can be determined on the basis of the result of the evaluative function.

Phases of Teaching

As teaching involves different functions, it has to be carried out systematically in steps. The different steps consisting the process are called phases of teaching. Phillip. W. Jackson analyses the process of teaching in three phases —

- Phase I : Pre-active phase
- Phase II : Interactive phase
- Phase III : Post-active phase



Phases of teaching

(1) Pre-active Phase

Pre-active phase is concerned with the preparation for teaching. This is the stage of planning for teaching. The teacher has to plan and make all arrangements for actual classroom teaching.

In Pre-active stage the following operations are involved —

- (i) Formulation of the goals
- (ii) Taking decisions about the content
- (iii) Arrangement of the Ideas and styles of teaching.
- (iv) Taking decisions about appropriate means of presentation.
- (v) Developing teaching strategies for the specific subject matter.

(i) Formulation of the goals : The teacher formulates the instructional objectives in behavioural terms.

(ii) Decision about the content : The teacher decides about content to be taught to the students on the basis of —

- (a) Demand of the curriculum prescribed for the students.
- (b) The entering behaviour and needs of the students.

(iii) Arrangement of the Ideas and Styles of Teaching : The teacher has to arrange sub-contents in a logical sequence in such a way that it should facilitate the transfer of learning.

(iv) Decision about appropriate means and ways of presentation : The teacher has to decide appropriate means of presentation keeping in view the nature and structure of the content and objectives of teaching.

(v) Development of teaching strategies : The teacher has to decide in advance about the strategies to be used during the course of his classroom teaching. The teacher has to plan when he will use questioning, lecturing, demonstration, audio-visual aids, recapitulation, evaluation etc.

(2) Interactive Phase

The interactive stage involves all activities in presenting the subject matter. The plan that has been prepared in the pre active phase is executed in this phase. The teacher uses a number of strategies to achieve the

goal as set in the Pre-active stage.

In the interactive stage the following operations are involved —

- (i) Perception
- (ii) Diagnosis
- (iii) Action or Achievement.

(i) **Perception** : It involves perception on the part of the teacher as well as the students. As the teacher enters the class, he perceives the classroom climate. He identifies the spot which may be troublesome or helpful for him. Similarly the students also perceive the personality of the teacher within a few initial seconds.

(ii) **Diagnosis** : The teacher tries to diagnose the mental ability, attitude and interest, academic background of the learners by asking some questions.

(iii) **Action or Achievement** : The actual interaction between the teacher and the students takes place through the following activities —

- (a) Selection of stimuli
- (b) Presentation of the stimuli
- (c) Feedback or Reinforcement
- (d) Development of strategies.

The teacher put questions to the students (presentation of stimuli) and the students answer to the questions (feedback). The students also ask questions to the teacher which the teacher responds (reinforced). Thus action and reaction makes teaching a success.

(3) Post-active Phase

The Post-active stage is known as the evaluation stage. The teacher evaluates the student's performance based on classroom teaching. Evaluation provides necessary feedback to the teacher and the students for bringing desirable improvement in their performance. The teacher analyses whether the methods and strategies used by him were successful, to what extent the students can grasp the materials presented to them. The behavioural changes of the students are assessed at the end of teaching.

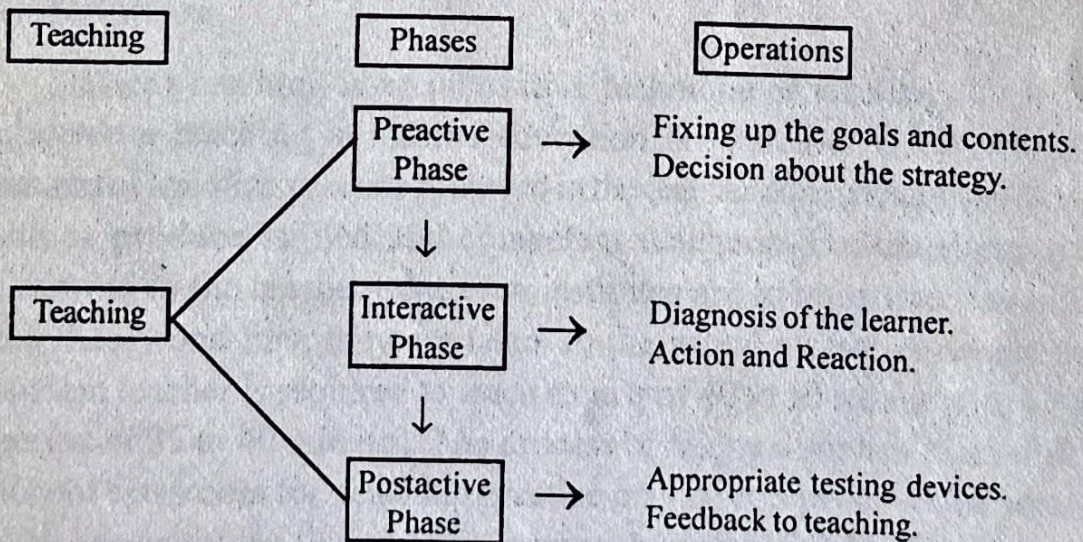
The following operations are involved in the post active stage —

- (i) Assessing the behavioural changes of the students
- (ii) Selecting appropriate testing device
- (iii) Changing or improving strategies of teaching.

(i) **Assessing behavioural change of the students** : The teacher evaluates the expected behavioural change with the actual behavioural change of the students during his teaching.

(ii) **Selecting appropriate testing devices** : The teacher selects suitable testing techniques to measure various dimensions of behaviour. The testing device should be reliable, valid and objective in nature.

(iii) **Changing or improving strategies of teaching** : The results of the student's testing are used to evaluate the effectiveness of the methods and techniques used for teaching. Desirable improvement in the teaching techniques can be made on the basis of the assessment made.



Phases of teaching with operations at each phase.

It can be said that all the three phases of teaching are important in their own ways. They are all inter-related and inter-dependent. Each one helps to modify the other so as to make it more meaningful and significant.

Exercise

1. What is teaching ? Give a suitable definition of the term teaching.
2. Describe the characteristics of teaching.
3. Discuss different variables involved in teaching and explain their functions.
4. Explain the term "Phases of teaching". Describe the various phases of teaching and their operations.
5. Find out the relationship of Pre-active, Interactive and Post-active teaching.

