

MAXIMS OF TEACHING ROLE OF TEACHER IN EFFECTIVE TEACHING

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ABSTRACT

This review has two purposes. (A) Assess Gregory's seven timeless principles and rules and the clear link between current teachers and trainers in training, and (b) design and test equipment to achieve the first. That is. Gregory links each of these requirements to "teacher rules" that act as guidelines for developing evaluation tools. A web-based survey of 84 educators and future teachers from three institutions uses a 4-point Likert scale to find compatibility between Gregory's guidelines and current best teaching practices. I did. The timeless principles explained the response that provided some academic inclusiveness. The absolute average score for all criteria and regulations was above 3.0. This means that you need Gregory to ensure that distinct basic standards of teaching and learning are maintained across scholarly trains and in a variety of learning environments.

The main purpose of mental teaching standards is to make the method of teaching-getting the grasp of interesting and expanding learning. These principles, often known as teaching maxims, have generally stood the test of time. Despite the fact that these maxims are widely recognized in the world of education, they are a fundamental component of instructor training whereby educator instructors are required to familiarize and equip future instructors with the fundamentals and procedures of practical application of teaching maxims in actual classroom situations. Nonetheless, it is unfortunate that these maxims are either partially or fully overlooked in the current state of Indian educator training.

Keywords: Maxims of Teaching, Effective Teaching.

1. Introduction

John Milton Gregory published The Seven Laws of Teaching in 1886, which established a set of guidelines to enhance and strengthen educators' fundamental and comprehensive abilities. The major goal of this research was to see if Gregory's standards are valid in terms of staff and understudy perceptions of 21st-century best teaching practices. One of the review's secondary goals was to guide and provide verification of an instrument's dependability and legitimacy in light of Gregory's norms and rules. The study used a scientist-created instrument to assess the value and significance of these nineteenth-century standards to current educators, based on the guidelines outlined Each Gregory criterion presented results to demonstrate the adaptability of the idea. After considering the essential design of the seven laws of education in relation to the current approach, it is advisable that these seven rules address the timeless principles of academic and educational specialization.

Teaching is considered a form of learning. Learning is the pinnacle of all educational procedures deserving of the title. Learning is a psychological process, but teaching is an outside huge business. The improvement of the nature of learning is the

central thinking process of the purpose of maxims of teaching. Teaching maxims play an important role in ensuring that learning is consistent and long-lasting. According to Bernard, "in teaching-educational experience, instructors and understudies empower learning." In reality, teaching is a task, and learning is a triumph. Learning objectives can be met by skillfully, effectively, and cautiously putting together instruction.

2. Maxims of Teaching in Education

Maxims of Teaching are all-encompassing realities discovered by the instructor via experience. They are important and dependable in general. The information on many maxims aids the educator in making purposeful progress. It also helps him figure out his teaching style, which is especially useful in the early stages of teaching.

Underneath, many teaching maxims are briefly explained.

2.1. Known to Unknown:

This saying is based on the assumption that Understudy knows something. I will deepen his understanding and broaden his horizons. All new knowledge about the old must be deciphered. Old

data is believed to act as a territory where improved data can hang. The known ones are reliable, but the unknown ones are unreliable. So when we teach, we should move from familiar to ambiguous. For example, when teaching an example, an educator can connect the child's past and new experiences. illustration that would be shown. English instruction

2.2. Simple to Complex:

Homeroom instruction is structured, with the instructor attempting to educate and the understudies attempting to learn. In this teaching-learning process, the instructor should ensure that the fundamentals are taught to the students initially. That way, they will become interested. When kids become interested, they can gradually proceed to more sophisticated subjects. They acquire confidence and feel empowered as a result of acquiring basic skills. They become more responsive to the confusing matter based on this notion. However, if baffling things are brought to the student first, he becomes upset, weary, and ends up in a difficult situation for which he is not yet prepared due to his youth and immaturity.

The understudies may be exposed to increasingly difficult learning materials. It facilitates teacher education and makes learning more useful and interesting for students.

For example, when teaching English, you need to show simple sentences first and then introduce complex sentences later.

The important thing is powerful and can be achieved with 5 detectors. However, you have to think about your own. Therefore, it can be difficult to show children something unusual. Or understudies will most likely forget about them quickly. However, if we show the understudy with the help of meaningful articles, they will remember the issue forever.

For instance, while teaching building to understudies, we should start with the fundamentals, such as the PC, book, and pen, and then go on to digits and numbers. The stars, moon, sun, and other celestial bodies should be shown first, followed by the theoretical elements such as planets, satellites, and so on.

3. How the knowledge of different maxims of teaching helps the teacher to proceed with more confidence

3.1. Analysis of synthesis:

Examining a problem entails breaking it down into its component elements, whereas amalgamation is combining these disparate parts into a single whole. Partitioning a complex problem into smaller portions can make it easier to understand.

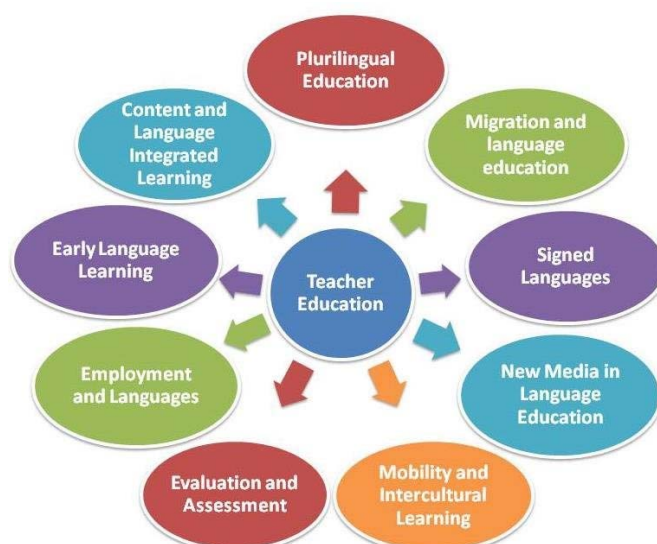


Figure: 1. Components of Teacher Education.

"Examination is the approach for comprehension, and blend is the method for addiction." Understudies are taught how to analyze a sentence, which helps them understand the many components of a sentence. The combination of sentences should be educated afterwards.

3.2. Particular to General:

During education, educators should make specific statements and, most importantly, make assumptions based on those specific cases. When teaching English, suppose the teacher is currently teaching the tense. He mainly provides several

models, and then based on them, it is necessary to conclude that this word is used to describe the activity that takes place when speaking.

3.3. Empirical to Rational:

Perception and direct experience are important factors in experimental data. It is specific, concrete, and easy to understand. Then we can see, feel, and experience it again; judgment relies on our disagreements and clarifications. The stage of disagreements comes last, followed by the stage of seeing or feeling things. Empiric Although levelheaded is more broad explanations, it is less broad articulations. As a result, the safe teaching methodology is to progress from experimental to sane. It is a journey from a lower level of mental development to a higher level of mental development.

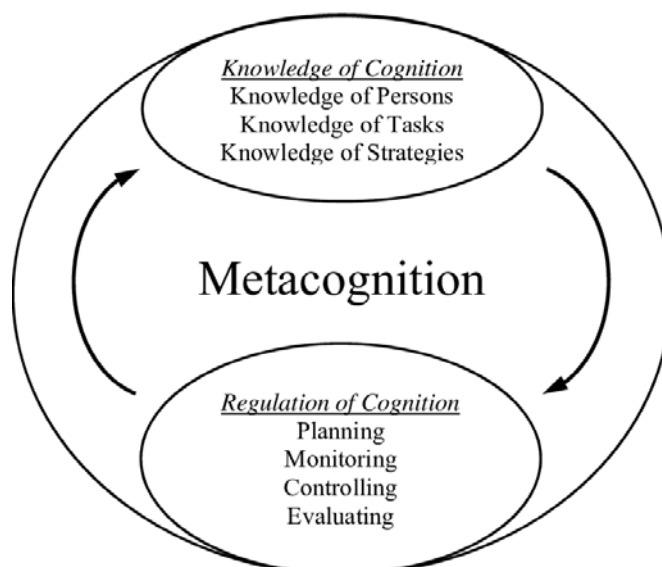


Figure 2: conceptual framework of metacognition.

When teaching English, the designs are picked based on the understudies' needs and requirements, then are logically grouped. The mental pull of the problem becomes stronger in the early stages after that, and only then, should the rationale behind it be examined

3.6. Actual to Representative:

Real goods should be displayed to the children beyond what many would imagine conceivable in order to teach brilliantly. It provides them with substantial understanding, which is more appealing. The students can keep it in their heads for an extremely long period. Direct data to understudies dazzles them a fair setup, particularly in the lesser classes. For adults or seniors who are already familiar with the genuine objects, agent items such as images, models, and so on should be used.

3.4. Induction to Deduction:

Acceptance entails making a decision based on a set of models, whereas derivation involves the inverse. From acceptance to derivation, the instructor should proceed. In English, for example, while teaching the transition from dynamic to aloof speech, the educator should first modify a few words from dynamic to uninvolved voice and then use those as a starting point for a discussion of dynamic to latent voice.

3.5. Psychological to Logical:

During the selection of a topic and subsequent implementation of a consistent game plan, the instructor should keep in mind the students' interests, abilities, limitations, and advancement level.

For example, the educator should demonstrate the elephant, camel, pony, rail route station, postal centre, and so on, and then instruct them on how to understand these things. These items could be delegated as photos or models and used at a later time.

3.7. Near to Afar:

All children can learn effectively in the environment in which they live. This allows the child to become very accustomed to the environment around them. He may be regularly instructed on things that are far from the local climate. Following this approach will greatly smooth out difficult educational experiences.

In this way, you should show your child a house, then a street, a market, a school, and finally the distant climate of the city in which he lives.

Similarly, City affiliations should lead to Tensile, District, Division, Stale, and Country affiliations. This type of education is slow and progressive learning. The creator of reading materials for children's books should also account for the various parts in accordance with these criteria then only his book will have a higher chance of being endorsed by everyone concerned.

3.8. Whole to Part:

When teaching, the educator should first Endeavour to familiarize the student with the complete scenario, following which the many aspects of it can be studied and focused on. This rule is especially useful for teaching small children. The child enjoys speaking in complete phrases in the first stages because lengthy words are used in everyday life situations. A complete sentence should be handed to the minor. Then he might have a complete understanding of the numerous words in that statement. He may have the information on words later. He'll then have information on the many letters that make up the words.

Assume you're teaching a sonnet to the understudies. They should first become acquainted with the entire sonnet. Slowly approaching them to obtain a grip on the sonnet stanza by refrain Normal understudies' most noteworthy exertion might be on entire refrain, accepting everything and then moving I, drawn as part of a poem. In addition to the numerous lines of It helps instructors teach more effectively and students learn more effectively.

3.9. Definite to Indefinite:

When teaching, you must first show the characteristics so that your students can be confident. Then he should provide information on a limitless number of topics. Unmistakable objects, distinct language structure standards aid the pupil in getting excellent information. He can be educated on a limitless number of topics.

4. Overview of the Seven Laws of Teaching

To identify the basic norms that govern effective instruction, Gregory (1886) used the analogy of looking at regular regulations or idiosyncrasies. Gregory believed, in line with what is now considered a positivist worldview, that in order to see such regulations, one must subject the oddity to logical scrutiny and recognize its distinct elements. The fundamental components of "any entire

manifestation of instruction," according to Gregory (1886), are:

Two individual elements — Teachers and students
 (2) Two spiritual elements—typical language or correspondence mechanisms and examples of truth or craftsmanship to be conveyed
 (3) Three Practical Demonstrations or Cycles—Educator Demonstrations or Student Demonstrations, and Final or Final Interactions to Test and Modify Results

Furthermore, he claimed that whether the thing to be learnt is a simple fact that takes a few moments to grasp or a complex concept that takes several hours to grasp, each of the seven Variables must be present for learning. Nothing is missing. The concept of "standard" in education, clarified by Gregory (1886), has been renamed for the purposes of this article. We have agreed that Gregory generalizes these parts as key elements of the seven principles (ie entertainers, mental variables, practical cycles, and completion of demonstrations).

4.1. The Seven Principles Stated

These seven standards can be communicated in a number of different ways. Gregory (1886) first developed general principles and then offered them as an immediate declaration to educators and continued to work in their best interests. The following is the standard that Gregory envisioned (with his emphasis added).

- i. **The Principle of the Teacher:** An educator should be someone who can teach by example, truth, or craftsmanship... [As shared with teachers:] Know the illustration you want to teach inside and out, and teach it with your whole brain and obvious comprehension.
- ii. **The Principle of the Learner:** A pupil is someone who pays attention to the example offered. ... [As shared with teachers:] Obtain and maintain the understudies' attention and interest in the example. Make an effort not to instruct without thought.
- iii. **The Principle of the Language:** The language used as a medium between educators and learners must be universal ... [To be shared with teachers:] Use terms that both students and you understand-clear the language that can be understood by both is clear.
- iv. **The Principle of the Lesson:** The predominant illustrations need to be rational with respect to the facts that the students are convinced of-the

unknowns need to be made more meaningful by the known ones [they] experienced- Then they take a single, simple and typical step to move on to new information, allowing known people to understand unknown people.

v. **The Principle of the Teaching Process:** Teaching excites me. And utilizing the student's mind to understand the suitable concept... [As shared with teachers:] Encourage the student's very own mind to work. Keep [their] mind as a ways in the front of your way as possible, putting [them] within side the attitude of a pioneer, an anticipator.

vi. **The Principle of the Learning Process:** Learning is the process of thinking into one's own understanding of a new idea or fact... [As shared with teachers:] Require the learner to think about the example they're studying, breaking it down into its components, proofs, associations, and applications until they can express it in their own language.

vii. **The Principle of Review:** Reviewing, Rethinking, Re-Knowing, Reproducing, and Applying the material that has been instructed should be the measure and proof of teaching done — the getting done and connecting process... [As shared with teachers:] Review, survey, REVIEW, accurately copying the old, extending its impression with innovative insight, connecting it with additional implications, hunting down new applications, rectifying any erroneous perspectives, and completing the valid.

5. Analysis

We have taken the data of 250 teachers and showed in Graphical form in this study.

In this point we explore the Socio economic factor of respondents in the form of table and figures. And analysis the data to check the relationship between the variables

Findings the demographic factor:

Table: 1 Age of Respondents

Age of Respondents		Frequency	Percent
Valid	below 20	10	25.0
	20-30	9	22.5
	31-40	8	20.0
	41 and above	13	32.5
	Total	40	100.0

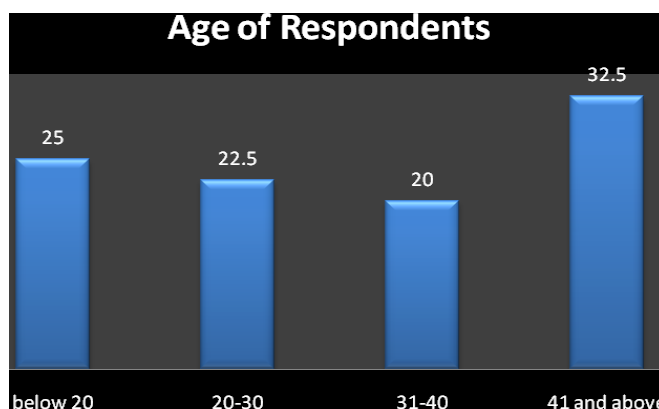


Figure: 3 Graphical Presentation of Age of Respondents

Table: 2 Qualifications of Respondents

Qualification of Respondents		Frequency	Percent
Valid	phd holder	15	37.5
	post graduate	14	35.0
	graduate	11	27.5

	Total	40	100.0
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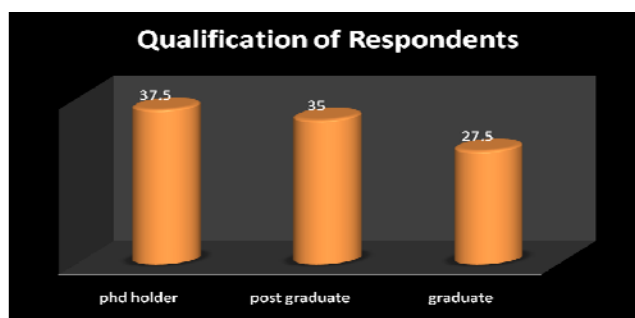


Figure: 4 Graphical Presentation of Qualification of Respondents

Reliability

Table: 3. Reliability table

	Cronbach's Alpha	N of Items
Effective Teaching	.945	5
Evaluation	.876	5
Assessment	.717	5
Total		15

6. Result & Discussion

In this study we have distributed the Questionnaire in the teachers of college and schools. And checked the Reliability of Questionnaire which is considered good that is above 0.7. it means that those variables are selected for this study that are statistically significant for our study. And then we showed our data in the form of charts and table.

7. Conclusion

Teaching is the process of persuading a pupil to learn, whether that student is a child, an understudy educator, an in-administration teacher, or an adult. A noble job necessitates proficiency, and each educator must develop this ability. Teaching is a sort of social assistance that aims to modify the understudy's behaviour, which then affects the general public. Educators are the makers of a

country's destiny. They are regarded as excellent role models for their understudies. It is, nonetheless, common for a pupil to imitate their teacher. In fact, student instructors are students themselves. They are fully developed individuals who learn by observation and imitation. Instructors' or educator teachers' mentality and attitude, without a doubt, have a long-term impact on the personalities of future instructors. As a result, instructors and instructor instructors have an ethical obligation to make every sincere effort to produce positive and beneficial changes in their understudies' behavior (student educators). Simple note communication or the assignment of tedious and time-consuming chores to be completed by student instructors amount to nothing more than a near-certain waste of time these are not examples of genuine and effective teaching and learning.

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