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## Models of Teaching

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A model of teaching consists of guidelines for designing educational activities and environments. A model of teaching is a set of interrelated components to realise specific goals. In all 22 models have been described by Bruce Joyce and Marsha Weil. Models are classified into 4 main families. Every model of teaching is a theoretical construction which describes in specific terms it's various components. These components or concepts are Focus, Syntax, Principles of Reaction, Social System and Support System.

**Keywords:** Model of Teaching, Concept Attainment Model, Inquiry Training model and Advance Organizer Model

## Introduction

The little oxford dictionary defines Teach as “impart knowledge or skill, given instruction or lesson, instill, inspire with and Teaching is “the art of assisting another to learn. It includes the providing of information (instruction) and of appropriate conditions or activities designed to facilitate learning”. Also Teaching is an act of communication with students with a view to bring about change in the cognitive, affective and psychomotor behaviours of the students. Effective communication, however, calls for a definite strategy or methodology. Teaching does not ensure learning by students essentially and automatically. In other words it means that teaching is an attempt on part of the teacher to help and enable the students to learn. In-fact teaching amounts to creating an appropriate situation in which desirable and durable learning can take place. This can be achieved through a specific and several strategies. These strategies so developed are termed as “Model of Teaching”.

## Model of Teaching

A model of teaching consists of guidelines for designing educational activities and environments. They provide specifications for constructing learning situations. It is a plan that can be utilised to shape courses of studies, design instructional material and to guide instruction.

Models of teaching are designed to bring about particular kind of learning and to help students to become more effective learners. Models of teaching are really model of learning they are developed by the experts and based on practical empirical work, theories and researches.

## Definition

1. Bruce Joyce and Marsha Weils (1972): A model of teaching is a plan or pattern which can be used to shape a curriculum or course to select instructional material and to guide teacher’s action.
2. Paul D. Eggen, et. al. (1979): Models are prescriptive teaching strategies designed to accomplish goals.
3. Jangira and Singh (1983): A model of teaching is a set of interrelated components to realise specific goals. It helps in designing instructional activities and environmental facilities for carrying out of these activities and realisation of the stipulated objectives.

Model of teaching is a plan of sequential activities designed primarily to train teachers for

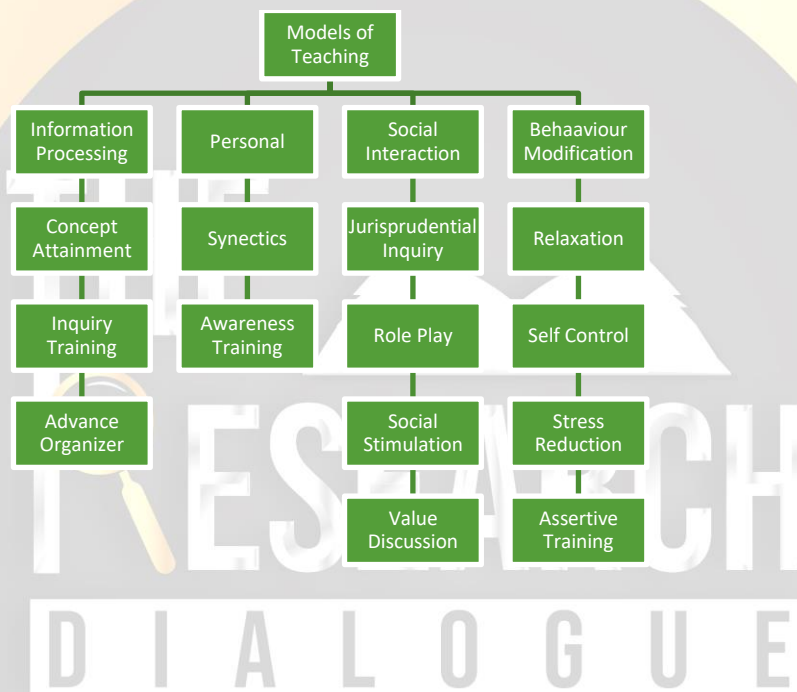
1. Achieving specific instructional objectives.
2. Guiding her/him during planning implementation and evaluation stages.

### 3. Creating a classroom environment to facilitate the achievement of the desired objectives

In short we can say that a teaching model is an instructional design which portrays how various teaching-learning conditions are interrelated.

#### Families of models

In all 22 models have been described by Bruce Joyce and Marsha Weil. But there are many more models. These models are classified into 4 main families depending on what goals a particular model emphasize and the degree of emphasis.



#### Assumption on which models of teaching are based

1. There is a considerable array of alternative approaches to teaching.
2. Methods make a difference in what is learnt how it is learnt.
3. Students have a powerful part of learning environment and students react differently to any given teaching method.

#### Characteristics of Models of Teaching

1. Models of teaching are some sort of pattern or plans prepared in advance for the success of the teaching-learning process.
2. They differ from general teaching techniques and strategies in the sense that they are designed to meet specific objectives.

## Components of model of teaching

Every model of teaching is a theoretical construction which describes in specific terms its various components. These components or concepts are

(1) Focus, (2) Syntax, (3) Principles of Reaction, (4) Social System & (5) Support System

(1) *Focus :*

Every model of teaching is highly specific in sense that it is constructed for achieving certain definite and well defined objectives it cannot be used for achieving any other purpose. Focus of model of teaching therefore means the specified objectives which a model of teaching intend to achieve.

(2) *Syntax:*

Syntax of each model is determined in the light of its focus. Since every model has its own focus, its syntax also has to be unique. Syntax refers to the prescribed flow of action of a model. Under syntax, the teaching tactics, teaching activities and interaction between pupil and interaction between pupils and the teacher are determined in such a pattern or in a sequence that the teaching objectives are achieved conveniently by producing desirable situation

(3) *Principle of Reaction:*

In classroom teaching there is essentially an interaction between the teacher and the students. The student's behaviour and responses are manipulated by the teacher. Each model in a view of its focus prescribes specific ways how these functions are to be performed. Treatment given to the student by the teacher is not left wholly to the teacher. It is guided by the principles laid down by the model concern. Different models lay down different rules in this connection. This principles of reaction means those principles which are incorporated in the model providing guidelines and to the teachers for providing guideline to the Teachers for handling the response and behaviour of the students. They tell how the teachers should treat the students in the class, how he should respond to what the student does.

(4) *Social system:*

In order to achieve objective specific to the model of teaching the classroom social structure is required to be created in a manner relevant to the activities to be carried out under the particular model. Social structure as described by the models refer to the relationship that develops between the teacher and the students it refers to how the teacher and the student share the control of the activities of the classroom. In fact the social system describes the role and the function of the teacher in relation to the students. These vary from model to model. In some model the teacher is required to be permissive reflector or a facilitator of group activity, in others he is the director and controller of all the activities and students are just follower of what he as them to do. Still in some other he acts as counselor or a guide. In some model he plays the dominant role.

(5) *Support system:*

These refers to the condition in which may be considered necessary for the successful operation of the model many programs fails because they are not provided the essential support system in the form of additional requirement. Optimal support system is needed to facilitate the activity of the teacher and the learners. These additional requirement of may be various kinds of audio-visual aids and teaching material, money and man power facilities, equipment, specially trained personal needed cooperation of colleagues and authorities and so on. Different models of teaching require different kind of supporting conditions and materials.

### INQUIRY TRAINING MODELS

J Richard Suchman has defined has designed “Inquiry Training Model”. His emphasis is also on the complex concept formation

1. *Focus:*

The main goal of the model is to develop the cognitive skill for searching, data processing and the concept of logic.

2. *Syntax:*

Inquiry training model has the three phases. The first phase is to encounter with the problem. The second phase is period of enquiry through questioning, verbal or actual experimentation and formation of hypothesis. The third phase is analysis of inquiry strategy with view to develop more effective strategies.

3. *Principle of Reaction:*

- Ensure that the phrasing of the “Yes and No” is done correctly. There should be no double barrel questions.
- If the above is true, the teacher must ask the student to rephrase his or her question.
- Use the language of the inquiry process.
- In the process of model the student will come up with hypothesis. The teacher must avoid evaluating the student’s theories.
- As the student to make clear statement of theories and provide support for their generalization.
- Encourage interaction.

4. *Social System:*



The teacher selects or designs puzzling situation and present it to the students. However during the enquiry sessions teachers and students participate as equal. As the student learns the principal inquiry the teacher guide them to use the resource material and perform experiment and conduct discussion with other students. Once they are trained in the principle of enquiry they are given freedom to select or design puzzling situation and play the game on their own or on their peer group.

#### 5. *Support System:*

All the specific conditions required for the smooth running of all the phases of the model are called the support system. These would include books, films, posters and apparatus required for experiment edition experiment etc.

#### *Classroom Application*

It helps in developing spirit of creativity among the children.

### CONCEPT ATTAINMENT MODEL

J. Burner has developed this teaching model. It enables the student to describe similarities and relationship among things of the environment.

#### 1. *Focus:*

The focus of the model is to teach concept.

#### 2. *Syntax:*

There are four phases of this model. The first phase teacher presents data before the student to speculate about the concept. In second phase student analyse their strategies for attending concept in the phase one. Phase Three provides unorganised data. Student analyse the given concept in their attributes from unorganized data. The fourth phase gives an opportunity to practice formation.

#### 3. *Principle of Reaction:*

During the initial stage of the lesson the teacher should support the student's hypothesis, however, that they are hypothetical in nature. Later he/she needs to turn the student's attention toward analysis of their concept and their thinking strategies. The teachers should encourage analysis rather than attempting to see the one best strategy for all people in all situations.

#### 4. *Social System:*

The teaching situation is moderately structured. The teacher has to control all actions, but freedom is given for discussion within different phases of teaching. The teacher has to motivate the student to participate in the task of different phases.

#### 5. *Support System:*

The nature of data should be such that students may understand and identify the concept. The lessons require concept which can be arranged so that concept may be drawn from the material. The material should be presented in order in discrete units: positive or negative.

#### *Classroom Application*

It is more useful in classroom for language teaching. The language learner attains the linguistic structure, grammar or syntactic structure of every language. The basic concept of mathematics can be effectively taught. The concept attainment model can be used to establish the fundamental ideas which are at the root of the difficulty.

### **THE ADVANCE ORGANISER TEACHING MODEL**

David. P. Ausubel has designed the advance organiser teaching model. It is an approach to expository teaching.

#### 1. *Focus:*

The main purpose of this model is to facilitate meaningful verbal learning and retention. It has two aspects, first is the development of suitable teaching strategies to increase the clarity and stability of the learning. Second is to facilitate a critical approach of the ideas in the cognitive structure.

#### 2. *Syntax:*

It has two phases. The first phase is the presentation of the organizer, which should be at the more general level. The second phase is the presentation of material itself. The first organiser presents the material in an order and sequence of learning activities. Which are more meaningful, specific and original?

#### 3. *Social System:*

The teaching has to present the material in the meaningful sequence. It creates highly structured learning situation. The teacher exercise control over the intellectual structure. It is essential that learning material should be related to the organizer. It helps students to discriminate new material from the earlier material.

#### 4. *Support System:*

The advance organiser the depends upon an integral relationship between the conceptual organiser and the rest of the content. The crucial aspects of model are development of the organiser and system of presentation. The structure of the material was be organised so that it relates to the organizer. The model is designed to organise face-to-face learning.

#### *Classroom Application*

It can be used for teaching every subject area but it was developed to teach the verbal material rather than to develop skills and mastering of problem solving.

#### **Conclusion:**

Models are prescriptive teaching strategies designed to accomplish goals. Model of teaching is a plan of sequential activities designed primarily to train teachers. Teaching model is an instructional design which portrays how various teaching-learning conditions are interrelated. Bruce Joyce and Marsha Weil had described in all 22 models. But there are many more models and these models are classified or grouped into 4 main families depending on what goals a particular model emphasize and the degree of emphasis. The components of model of teaching are Focus, Syntax, Principles of Reaction, Social System & Support System.

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