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TEACHING DYNAMICS: NEWFANGLED LEARNING STRATEGIES FOR MODERN PEDAGOGY

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Abstarct:

In ancient India, the teacher enjoyed a place of honor and respect in the society. Max Müller, citing the Rigveda, states that the teacher was a celibate who had gone through a recognized curriculum and who was also deeply spiritual. In the Upanishad period the teacher was held in high esteem as the fountain of knowledge and the abode of spirituality. Today's dynamic learning environment requires a conceptual rationale and an internationally developed framework for teacher education. With the advent of the broader concept of education, which aims at the all-round development of the learners, the responsibilities of the teacher have increased. To be successful in this age of globalization, multiculturalism and technology, students need exposure to a dynamic curriculum that enables them to discover their passions, develop critical thinking, enable creativity and foster their curiosity to learn. Helps in. This paper explores the social and psychological aspects of the learning process as learners' learning is shaped by social consciousness and the situation in which they find themselves. Dewey states that "all education proceeds from the individual's participation in this social consciousness of race." The pinnacle of Indian education is self-realization or "know thyself", and it is also the lofty ideal of the modern emerging human society. According to Sri Aurobindo, "Acquiring various kinds of information is only one and not the principal means and necessities of education, its central aim is the formation of the human mind and spirit, whether it is the formation or as one should see it, knowledge. , character, origin of culture – at least if not then." According to the need and changing nature of education, the aims and objectives of education keep changing from time to time and also differ from one society to another. The general objectives of dynamic education are framed on the basis of culture, knowledge, character, intrinsic values, perennial elements etc. The specific objectives of dynamic education are determined by the socio-economic conditions of the country. The nature of Indian culture is based on peace, fraternity, sympathy, tolerance and for a sovereign, secular and democratic republic to flourish, we need an innate synthesis of social and individual objectives of the teaching-learning process.

Keywords: Dynamic Education, Teacher Education, Professional Learning, Pedagogy, Teaching-Learning Process.

Introduction:

Education is seen as an essential component for a quality life for all. Cooperative curriculum has an impact on the learning of students in the institutions where they continue their studies. The fragmented and discipline-oriented curriculum that lacks any interaction and collaboration does not encourage cooperative learning. Cooperative education is driven by related ideologies. The

cooperative curriculum brings into its fold the objectives of egalitarian society, cooperative among students, emphasis on group learning, etc. As Salzo Roger observed, “behavioral and cognitive processes are no longer sufficient as basic constructions to provide a coherent and interesting concept of learning; there are many other issues to be considered such as time, Status and reciprocity between individuals and cultural practices.

The Future of Education in India:

In India, we have a national belief that education is essentially for all. It is fundamental for our all round upliftment. It helps us to achieve the goals of socialism, secularism and democracy enshrined in our constitution. The future nature of education in India is so complex that it cannot be imagined accurately. Education should initiate the process of development throughout the life, within its two dimensions one of the self and the other of the society. Education is always a multidimensional process. While teaching the individual, the emphasis should be on education that contributes to helping students achieve national goals. The social dimension of education requires that education should be essentially value based, culturally colorful and rich. Modern education is mainly viewed and treated as a techno-informative knowledge acquiring machine, but it lacks the cultural roots of the country and is necessary to develop social and national identity along with individual identity, Otherwise education cannot fulfill it’s essential role.

Learning Activities and Strategies:

A new quality of education and teaching is an absolute priority for education. Dynamic and communicative teaching method drives the learning process. Strategies should aim to promote critical and reflective thinking. Assessment skills should help students take affirmative action to enhance and enhance their own well-being as well as the development of their current situation. The diverse perspective of learning activities should be appreciated such as interpersonal skills, communication, teamwork, leadership, students’ own strengths and abilities and that of their peers. Such teaching-learning strategies aim to explore how interactive and communicative teaching strategies support and deliver the material needed to engage students in their learning experiences. Great teachers are always attentive and responsive and also keep an open mind so that they can engage their students and get them excited about their learning. There is a need for different interactive learning styles in this regard. The interactive teaching style brings flexibility to teaching and enables teachers to make quick adjustments to processes and approaches. Interactive learning methods help to assess students’ achievements and promote an environment of attention and participation. We all know the fact that speaking is not teaching and listening is not learning.

The ARMA International Center for Education provides the following guidelines for interactive educational learning styles focusing on:

- Encourage student participation.

- Use questions that encourage feedback, discussion, and practical experience.
- Use teaching aids that push for answers, and attract/catch students' attention.
- Set up a workgroup environment
- Involve yourself as well as the student.

It is necessary to start bringing life into the teaching style. Interactive brainstorming is useful for generating creative ideas and thoughts. The whole class needs to be interactive, with the balance of contributions from both teachers and students. Institutions across the country are responding to political, economic and technological pressures to be more responsive to students and their needs as students prepare to take on the social roles of the future. Teachers are doing their best to deliver fewer lectures and make learning environments more interactive, but teaching strategies also need to integrate technology into learning methods and use collaborative learning methods when appropriate. Meyers and Jones (1993) define "active learning as a learning environment that allows students to talk and listen, read, write, and reflect as they engage in problem-solving, practice, informal small groups, Simulations access course material through case studies, role playing and other activities—all of which require students to apply what they are learning." Another important systematic pedagogical strategy is cooperative learning which encourages small groups of students to work together towards the achievement of a common goal. Careful planning and preparation is very important when integrating cooperative or collaborative learning strategies into a curriculum. This process ensures positive interdependence, maintains individual accountability, resolves group conflicts, develops grading criteria and manages an active learning environment. This is a different strategy that includes a wider range of group interactions. In *Effective Teaching and Learning*, educational researcher Naga Subramani argues that an effective teacher:

“Continually renews itself as a professional on its quest to provide the highest quality of education to students. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons.” As we all know, active learning strategies help teachers increase student engagement in daily lessons.

According to active learning advocate James Balencia, technology can help teachers just as much as it helps students:

“With the goal of teaching mindful learners who actively pursue knowledge, teachers become more actively engaged in how they teach courses and how they develop each student’s learning potential. They ensure mix and match a variety of tips to ensure that students not only learn more, better, and faster—they learn better.” One of the most effective teaching strategies that involves diversifying the classroom with adjusted content and processes Involves responding to teaching styles. In the words of Carol N. Tomlinson:

“Often consider the match between your class and the teaching and learning philosophy you

want to practice. Look for matches and mismatches, and use both to guide you.”

Carol Ann Tomlinson, a distinguished thought leader on differentiated instruction, recommends analyzing teaching strategies on an ongoing basis to respond to needs:

"Often consider the match between your class and the teaching and learning philosophy you want to practice. Look for matches and mismatches, and use both to guide you."

Strategies like learning stations and the think-pair-share method are small ways you can bring unique learning experiences to your students.

Conclusion:

Parent involvement is also another key indicator of students' learning process, so individual issues need to be communicated. Teachers should not be afraid to try new strategies as everything is not going to be perfect, but let's try to keep the students engaged and thus the students will be lifelong learners with a passion for learning. Teachers should use methods to encourage exploratory learning, heuristic learning, so that students become more engaged in learning and more satisfied. Unfortunately, many teachers believe that they are able to rule through their individual skills and academic aptitude, the method of learning within the class room to benefit the knowledge, abilities and competencies of their students. However, it is time to discard this mindset and begin to look at the integrated nature of school education, in a scientific and interdisciplinary manner, in an environment in which every factor is influenced and inspired through another factor. The faculty environment should be like a dynamic gadget with balancing qualities, which can be recognized and differentiated through a good enough curriculum. The dynamic subsystem with the teacher and students in the teaching-learning method is to be re-evaluated and well defined. The learning process itself can be a self-organizing tool-like idea that, for example, one can contain new facts as well as behavior toward conflicts with already learned information, and therefore allows students to develop a completely new idea into a pre-defined form. There seems to be a sense of disparity to understand and combine in information shape. Teacher's primary goal is to highlight the dynamic Structure of ideas and its associated principles to be used as a study tool for the entire teaching-learning process.

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