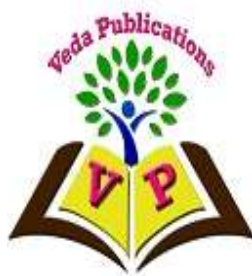


**EFFECTIVE METHODS OF TEACHING**C.Tamil Selvi¹, S.Janani^{2*}¹(Lecturer, Department of English, Nadar Saraswathi College of Arts and Science, Theni.)^{2*}(M.A English, Nadar Saraswathi College of Arts and Science, Theni.)**ABSTRACT**

Teaching methods denote various approaches that the teacher uses to distribute his/her subject matter to the students in the classroom. Teaching methods aids erudition and help to converse ideas and skills to the students in effective ways. There are several teaching methods to use in the classrooms. It is left for the teacher to use the most appropriate for the lesson. These methods if properly used will augment teaching and learning and bring about preferred changes in the students. This paper discusses various teaching methods that can be used in the classrooms.

Keywords: *Teaching Methods, Curriculum Implementation, Teacher, Classrooms**Author(s) retain the copyright of this article*

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Method of instruction denotes the tactic by which a teacher delivers his/her subject matter to the learners based on some encoded instructional objectives in order to sponsor learning in the students. For a teacher to efficiently adopt any teaching method, some factors must be considered. The effective accomplishment of any curriculum depends to a large extent on the accessibility of various methods of teaching. Thus to teach is to impact knowledge, an attempt to help the learner have a change of approach and acquire skills through a series of planned activities. (Buseri & Dorgu, 2011).

1. Intended instruction results in more erudition. The teacher must be clear in his/her mind right from the start on what he/she proposes to do. Teachers are expectant to plan their lessons extensively; such defined goals help the teacher to determine the tactics appropriate to the subject matter to aid teaching and learning.
2. Teachers should be able to guide students proficiently to achieve the objectives of instruction taught.
3. Students tend to achieve in ways they are tested, teachers are encouraged to test



students in different ways to enhance their triumph rates in various domains.

4. Students learn from one another. Persuade students to work in groups while solving problems.

TEACHING METHODS

1. Discussion method
2. Questioning method
3. Role Playing Method
4. Stimulation Method

DISCUSSION METHOD

Discussion is usually at a higher cognitive level and it develops critical thinking. Student's partaking is necessary for a victorious classroom discussion. It is a student centered teaching technique but requires careful planning by the teacher to guide debate. Victorious discussions are guided by specific teaching goals. It involves a process of free guided argument and appearance of views and belief on a given topic, question or problem by the teacher. In the students attempt to solve the problem or answer the difficulty, students pair up in smaller groups for about 5 minutes or more, discuss the issue on ground and then they are brought back for a full group argument. Various students are able to participate and are uncovered to other student's ideas. In a small group, students can discuss a complex issue and when they are brought back to the larger groups, these students can converse their reactions, share ideas and build on each other's suggestion. This method encourages student's contribution, develops critical thinking, develops student's ability to commune, and problem solving skills. It allows all to participate.

QUESTIONING METHOD

Questioning method of teaching aids learners in connecting concepts, escalating awareness, cheering creative and inventive thought, making inferences etc. Questioning generally helps learners to explore deeper level of accepted wisdom, significant and considerate. Curious, though it is more of a procedure than a method of philosophy. It is used during various methods of teaching. Questioning aids in sensitizing the inquisitive mind of the learner.

There are five basic types of questions namely:

Factual: These require straight forward answers based on palpable facts or awareness. Respond are either right or wrong-yes or no.

Convergent: Answers to questions of this nature are usually within a finite range of adequate accuracy. They allow for only one right response; they are questions about concrete facts.

Divergent: These questions allow for many right responses. These questions give students the room to explore various boulevard, creates substitute answers. Correct answers here could be based on logical protrusion or imagination. Questions here deal with opinions, hypothesis & evaluation and they envisage different outcomes.

Evaluative: Evaluative questions are open-ended & more difficult to answer, because some criteria must be reputable for making any verdict. Basically, evaluative questions require students to make judgments on something.

Combination: These are questions that blend and can be combined as a question example.

SIMULATION METHOD

Omieibi David (2001) conceptualizes simulations as an imitation of real life situations that requires participants to play a role that involves them in interaction with other people or with elements of the environment concerned. This method entails a real life bustle in a simple manner that communicates the idea to the learners. Example, If the "use of money" is the topic in class; the teacher gets two students to act as a broker and a patron scene, where the customer buys the items from the trader with the money, in this scene, the use of money is depicted in real life situation.

Simulation and games are used at all levels of tutoring and creates both inherent and extrinsic incentive in the learner. While simulation methods present the students reality of life in tangible and simple forms, they are pioneering and a welcome change in the learning experience as compared to the routine classroom learning. Simulation problem areas lie in the fact that it is time uncontrollable, very exclusive, especially in an attempt to acquire a reasonable number for class use. It also requires great classroom management.



CONCLUSION

The teacher is a vital factor in the success of an instructive system in a nation. Teaching is an endeavor to bring about enviable changes in human learning, abilities and behaviour. Effective accomplishment of the curriculum is dependent relative in the effective use of appropriate teaching methods in the classroom. Teaching methods are used to facilitate students learning and satisfaction. A variety of the use of teaching methods is a must for teachers if learning is to be effective and competent. There is need for a good teacher to be multi-talented in order to be acquainted with the use of various teaching methods in the teaching and learning process. The teacher is a vital factor in the success of an enlightening system of a nation; therefore, teachers should be familiar with the principles underlying the choice of teaching methods. Amalgamation of teaching methods is encouraged for effective teaching.

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