



## **INNOVATIVE TECHNIQUES OF TEACHING**

**Dr Sonalben patel,**  
**Assistant Professor**  
**Ganpat University, Mehsana**  
**sonalpatel2009@rediffmail.com**

### **Innovative Techniques Of Teaching**

#### **INTRODUCTION**

The word 'how' refers to the different technique and methods. The teacher uses various techniques and makes strategy to fulfill his purpose. Usually teacher limits himself to the traditional oral method. The teacher hardly uses technique relevant to particular topic. The best outcomes of teaching learning process to rely upon techniques. The techniques make best use of students' time. The technique is supposed to be an activity which affects the learner's encoding process, that is, how the learner will learn the desired information, concepts or skills. The choice of technique rests on teacher's purpose.

#### **WHAT IS TECHNIQUE ?**

.... a way of doing something by using special knowledge or skill.

....the way that a person performs basic physical movements or skills.

Oxford dictionary define technique as: -

“A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.”

#### **OBJECTIVES OF TECHNIQUES**

To save time

To make teaching learning process easy

To arouse creative ideas

To enable the students to express their views and opinion frequently

To remove student's stage fear

To draw the students attention to the current issues, historical figures and so on.

To make the students open minded.

#### **BRAINSTORMING**

### *WHAT*

Brain storming is a teaching technique which encourages the students for creative thinking. In this technique students are free to express themselves spontaneously concerning issues and problems. And then step by step the ideas are investigated to find out all possible solutions.

### *HOW*

1. Divide the students into small groups.
2. Present a problem or issue to the students.
3. Ask them to think over it.
4. Encourage the students to express their views and opinion freely without making any hesitation.
5. Enlist all the relevant ideas if possible.
6. Finalise ideas for possible solution.

### *IMPORTANT CONSIDERATION*

1. The teacher should present the issue in simple language.
2. To 'hash out' ideas to confirm a group of three to five students.
3. Do not criticize or judge ideas and opinion.
4. Give them enough time to think over the issues.

### **CONDUCT A SERIES.**

#### *WHAT*

When the topic is too broad or complex for students to grasp in one comprehensive lesson, conduct a series. Break down the topic into small parts. Each part is an individual however connected with one another to make a series.

#### *How*

1. The topic should be broad enough to make a series.
2. Divide subtopic of each part which should be individual yet there should relationship between two parts.
3. Teacher should help students to prepare a detailed outlines.
4. Begin the first part of the series and deal with it as a single entity. Introduce the second part with a view to arousing curiosity among students.
5. When explaining the subsequent parts, it refers to important points of the previous lesson.

At the end of the series, an understanding of the whole needs to be established.

### *IMPORTANT CONSIDERATION*

1. Allow sufficient time for discussion.
2. Use instructional aids such as audio, video and so forth. They provide good outlines.

### **CROSSWORD PUZZLES**

#### *WHAT*

‘Crossword puzzles’ is an effective technique so far as vocabulary and mathematical topics are concerned. It is a puzzle with sets of squares to be filled with numbers, words, spellings etc. Synonyms or definitions of words are given with numbers corresponding to numbers in the squares. Letters are fitted into a pattern of numbered squares in answer to clues. This technique can be used not only for fun but also for evaluation, group work, learning vocabulary, learning centers and extra activity (Dhand, 2001).

#### *HOW*

1. Crossword puzzles can be out of the words which have been covered in the class. Students can guess the words and numbers and place them in the designated boxes.
2. This can be used to encourage the use of a dictionary or thesaurus or to learn terminology used in a particular subject.
3. Crossword puzzles can be easily made by the teacher and presented to students. Students can construct, after a little practice, their own crossword puzzles and exchange them with other students.

### *IMPORTANT CONSIDERATION*

1. The teacher must be aware that crossword puzzles only reach the first few levels of thinking. It is, to a large extent, a low level activity to be used sparingly.
2. Constructing crossword puzzles may become, for some students, frustrating and time consuming because students often have trouble matching up the squares. It may become tedious and any element of fun may be lost.
3. The teacher should be aware that crossword puzzles do not become busy work. The teacher should, like the use of all educational games, have some purpose in mind, even if the purpose is fun.

### **CARTOONS**

### *WHAT*

We often find cartoons in magazines and newspapers. It is a humorous drawing revealing a symbolic message and criticism. It is a comment on politics, the economy and social and family life. Cartoons act as a motivational tool- they inspire and excite the learner (Butler, 1998). Using cartoons helps the learner develop positive attitude towards learning. They could develop basic skill, promote creativity and imagination , clarify bias, prejudice and exaggeration in the media , promote integration of subject areas and promote group work and discussion.

### *HOW*

1. The cartoons may be challenging to the students otherwise it could not sustain interest. Furthermore, cartoons which are too difficult to understand will not contribute to successful learning.
2. The cartoons which the teacher chooses must relevant to the topic and if they are difficult to understand for the children the teacher should introduce them in simple language.
3. Thought provoking questions should be asked related to the cartoon. Student must be encouraged to question evaluate, analyze and speculate.
4. The cartoons can be used as a starting point for a variety of activities.
5. The teacher should deal with separate and distinct topics at one time.
6. The cartoons must not be overused otherwise it can became boring and lose its impact.

### *IMPORTANT CONSIDERATION*

1. The teacher can use cartoons which present controversial issues making the students aware of both positive and negative sides.
2. The cartoons can be used to help students detect and understand bias and prejudice.

### *GROUP DISCUSSION*

#### *WHAT*

Discussion is an essential part of teaching learning process. It involves a cooperative effort to solve problems. The teacher should give students opportunity to express their opinion and receive feedback.

#### *HOW*

- a. Sitting arrangement should be organized in such a way that students face one another and keep eye contact while discussing topic.
- b. The teacher should form small groups within the whole class group. A leader should be assigned to direct it.
- c. The teacher should write the topic on the blackboard visible clearly during discussion.
- d. The teacher should ensure that all the relevant facts have been considered.
- e. The teacher should give enough time to thoroughly discuss and analyze the problem.
- f. Once individual groups are ready, the teacher should record all points/possible solution.

#### *IMPORTANT CONSIDERATION*

1. It is possible and should be accepted that one solution satisfactory to all may be found.
2. The teacher must always be alert to breakdowns in discipline and cooperation within the group.

#### **COMMUNITY RESOURCES**

##### *WHAT*

Community resources enhance learning by providing students with relevant concrete experiences in their own community. Depending on the purpose, objectives and topic of the lesson or unit a community resources may be a family member, a person in the neighborhood, a labourer in the community such as the letter carrier or a clerk or an entire establishment such as the post office or grocery store. Community resources give us insight into the personal, commercial, governmental, industrial, cultural and /or personal workings and interactions in a community.

##### *HOW*

1. If a class trip is practical, decide on a community resource to visit and get the permission from school authority. If the trip is accepted, established exact location, telephone number, contact person, length of visit, age group and number of students, materials and services available to students. Confirm exact date and time of visit.
2. As a way of introduction, ask students to generate ideas as to how this particular community resource is useful and applicable to class work. Divide the class into small groups and assign group leaders. This will help keep the whole group orderly.

3. Have students write down any questions they have prior to trip. Discuss how the resource can help the community as a whole.

*IMPORTANT CONSIDERATION*

1. Students should be required to prepare a written report or related assignment as a follow-up activity.
2. Community resources should be used whenever practical. Community resources give students “hand-on experience in the community.”

**REFERENCE**

Butler, K. A. (1998). **Learning And Teaching Style :In theory practice**, New Delhi: Learners’ Dimension.

Dhand, H. J. (2001). **TECHNIQUES OF TEACHING**. New Delhi: Ashish Publishing house.

Paper Received : 24<sup>th</sup> September, 2015  
Paper Reviewed : 19<sup>th</sup> November, 2015  
Paper Revised Received : 15<sup>th</sup> December, 2015  
Paper Reviewed : 25<sup>th</sup> December, 2015  
Paper Published : 1<sup>st</sup> January, 2016