

TEACHING SKILLS

Concept of Teaching Skill

In olden days teaching was a simple phenomenon without any complexities. The teacher knew his job well and had a close and good rapport with the students. It was a smooth-running process. But now teaching has become quite complex process that requires several skills. New methods, approaches and techniques are being used in teaching.

Definition of Teaching Skill : "Teaching skills are specific instructional activities and procedures that a teacher may use in the classroom. These are related to the various stages of teaching or in the continuous flow of the teacher performance."

—N. L. Gape, (1968)

"Teaching skills are helpful in bringing the desired changes in the pupil teachers. Micro teaching has removed the drawbacks of traditional classroom teaching. Researches have been made regarding teaching skills. Several experts have identified different teaching skills. Allen of the Stanford University, (1969) has identified fourteen skills while B. K. Passi has given a list of 19 teaching skills. Ajit Singh (1982) of the NCERT has given a list of twenty teaching skills, preparation of micro lesson plan, teaching session, providing the feedback, criticism session.

The List of the Teaching Skills given by the experts in Stanford University

- (1) Stimulus variation.

- (2) Set induction.
- (3) Fluency in question.
- (4) Higher order question.
- (5) Probing question.
- (6) Silence and Non-verbal cues.
- (7) Reinforcing pupils participation.
- (8) Illustrating and use of examples.
- (9) Divergent questions.
- (10) Planned repetition.
- (11) Completeness of communication.
- (12) Recognizing attending behaviour.
- (13) Lecturing.
- (14) Closure.

The list of the teaching skills given by Dr. B. K. Passi (1975) in his book, 'Becoming Better Teacher' :

- (1) Writing instructional objectives.
- (2) Introduction of the lesson or set introduction.
- (3) Fluency of questioning.
- (4) Problematic questions.
- (5) Explaining.
- (6) Illustrating.
- (7) Stimulus variation.
- (8) Silence and non-verbal cues.
- (9) Reinforcement.
- (10) Increasing pupil's participation.
- (11) Use of blackboard.
- (12) Achieving closure.
- (13) Attending behaviour of the pupils.

SOME COMMON TEACHING SKILLS

(1) **Skill of Introducing the Lesson** : It is the most important skill as success of other stages and skills depend on the skill of introducing the lesson. It is used in the very beginning of the lesson. The pupil teacher should remember the old proverb 'Well begun is half done'. An excellent beginning *i.e.* introduction to the lesson, paves the path for using the other skills. The skill includes the greeting the pupils, receiving the responded greetings, capturing the attention of the pupils and establishing the support with the pupils. It also involves connecting the introduction with the pupils'

previous knowledge and experience questions, examples etc. are used as tools in this skill.

(2) Skill of Questioning : Skill of questioning plays an important role in micro teaching lesson. It is used in all the stages beginning with the introduction. A skilled teacher asks such questions that he gets the desired answers. If in first attempt the teacher fails to get the desired answer, he may ask another question(s) or he may change the form of the question. This skill requires great patience, imaginations and foresight on the part of the pupil teacher.

These are the different kinds of questions :

- (i) Introductory or preliminary questions.
- (ii) Developing questions.
- (iii) Recapitulatory questions.
- (iv) Evaluating or testing questions.

(3) Skill or Stimulus Variation : The skill aims at retention of the pupils' interest, small children of 8-10 years cannot keep their attention on one thing or stimulus for long time. The attention and interest can be retained by giving them new or another stimulus. This will help the teacher to retain the interest and attention of the pupils. The teacher may change his behaviour slightly. The variation in the teacher's behaviour may include the following :

- (i) Teacher's movement.
- (ii) Teacher's body language.
- (iii) Teacher's gesture.
- (iv) Change in speech.
- (v) Change in secondary focus.
- (vi) Change in postures.

(4) Skill of Illustrating or Illustration with Examples : The main purpose giving an illustration or an example, is to make an idea clear. It is not easy to give a suitable illustration at proper time. Illustration must not be used just for the sake of illustration. Illustrations are specially useful for making the abstract ideas clear. The illustration must be linked with the lesson. To give the appropriate illustration at the right place is a great art. The qualities of a good illustration are :

- (i) The illustration should be from day-to-day life.
- (ii) It must be easy to understand by the pupils.
- (iii) It should have the power to capture the pupils' attention.
- (iv) It must be closely related to the lesson or idea contained in the lesson.
- (v) It must be capable of making the idea clear to the pupils.

To give good illustrations the teacher should have creativity and rich imagination. He must be capable of creating suitable illustrations with the help of his imagination power.

(5) Skill of Explaining : The purpose of explaining is to make the idea clear to the pupils. The teacher should explain in easy and clear language so that each and every pupil may understand. The explanation should be relevant to the content. If necessary, the teacher may give one or two illustrations. Good explanation keeps the pupils' interest and develops their understanding.

(6) Skill of Blackboard : It is an indispensable skill as no teacher can do without a blackboard. It seems that it is easy to use the blackboard but to make an appropriate use is quite difficult. It requires several qualities :

- (i) good and legible handwriting. (ii) neatness.
- (iii) simplicity. (iv) relevancy.

The teacher should erase the matter of the blackboard only after making sure that all the students have noted down the contents of the blackboard. He should stand and move while writing on the blackboard in such a way that he may not obstruct the pupil's vision.

(7) Skills of Reinforcement : The skill is related to encouraging pupils by using verbal praise, accepting their responses or non-verbal cues like smile of approval. The skills may be classified as :

(i) Positive Verbal Reinforcement : The teacher should praise the pupils for their correct answer by saying Good, Very Good, Correct, Excellent etc. He may also put such positive remarks in their note books.

(ii) Positive Non-verbal Reinforcement : These include nods, smiles and gestures of approval and encouragement.

Teacher's friendly movement to the pupils.

Teacher's friendly looks.

Teacher's writing the pupil's answers on the blackboard.

(iii) Negative Non-verbal : This includes gestures, sneering, frowning, expression of disapproval, resentment, shaking head etc.

(iv) Negative Verbal : 'No', 'Wrong', 'Incorrect', 'Not good', 'Poor', 'Of course not' etc.

(8) Skill of Increasing Pupil Participation : This skill is very important as it makes the pupils active. For good teaching and learning the pupil's involvement in the lesson is quite necessary. A good and skilled teacher tries to involve the pupils by asking