THE ROLE OF PEDAGOGY IN EFFECTIVE TEACHING

Dr. Smt Rashmi I. Kadlimatti
Assistant Professor
Sonia college of Education Sangollirayananagar, Dharawad, India

Abstract: Pedagogy is the art (and science) of teaching. Effective teachers use an Array of teaching strategy because there is no single, Universal approach that suits all situations. Different strategies used in different combinations with different groups of students to improve their learning outcomes. Effective teaching through pedagogy display skills at creating curricula designed to build on students’ present knowledge and understanding and more them to more sophisticated and in-depth abilities, knowledge, concepts and pedagogy makes a teacher how to work as facilitator, coaches, models, evaluators, managers, and advocates. Moreover teachers now how to utilise various forms of play, different Strategies for grouping learners, and different types of media and materials. Effective teaching necessity making difficult and the principal chooses, exercising careful judgement, and honouring the complex nature of the educational mission. In addition to the technical knowledge and skills teachers have to use in their daily practice, they must also be aware of the ethical dimensions of their profession. In has light, the primary mission is to Foster the development of skills, dispositions and understanding, while acknowledging thoughtfully and responsibility a wide range of human needs and conditions. Thus, teachers must master a repertoire of instructional methods and strategies. Yet remaind critical and reflective about their practice. In this paper, I tried to reflect the necessity of acquired knowledge of every teacher concerning pedagogy to perform in his/her teaching profession so effectively. The word teaching is a simple word but its meaning of significant is not so and the term effective teaching demands various integrated activities in teaching-learning system. Pedagogy is the art and as well as scine of teaching. It is a master plan that includes a detailed analysis of what is to be done by a teacher.

Keywords: the Role of Pedagogy in Effective Teaching. Pedagogy, Pedagogical Analysis, Teaching, Effective Teaching, Instructional Objectives.

Introduction
Pedagogy is the art (and science) of teaching. Effective teachers use and Array of teaching strategy because there is no single, Universal approach that suits all situations. Different strategies used in different combinations with different groups of students to improve their learning outcomes. Some teaching strategies are better suited to teaching certain skills and field of knowledge then or others. Some strategies are better suited to certain student backgrounds, learning styles and abilities. Pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider word, supportive classroom environment and recognition of difference, should be implemented across all keys learning, and subject are as. Pedagogical practice promotes the wellbeing of student’s teachers and the school community IT improves students and teachers confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

Pedagogical Analysis and Effective Teaching: - In its simple meaning the term pedagogical analysis (a composition of towards pedagogy and analysis) stand for a type of analysis based on pedagogy. For its further understanding let us now try to be acquainted with the term analysis and pedagogy. Analysis as a term stands for a process of breaking or separating a think into its smaller parts, elements or constituent. We break a teaching unit into its constituent submit, topics or single concept etc. through the process of unit analysis. In addition, we can break the contents of the prescribed course in a subject into its various constituents-major and minor sections, sub-sections, units and sub-units, major concept and minor concepts, topic set by carrying out a process of content analysis. Therefore, “the analysis of given content materials in any subject any topic carried out well in The Spirit Of the science of teaching (pedagogy) is know by the turn pedagogical analysis of the contents”

These standards rest on a fundamental philosophical foundation comprised of five core positions:-
• Teachers are committed to students and their learning.
• Teachers know the subjects they teach and have the necessary pedagogical knowledge.
• Teachers are responsible for managing and monitoring student learning.
• Teachers think systematically about their practices and learn from experience.
• Teachers are numbers of learning communities.

What is Effective Teaching?
Effective teaching is the teaching that successful achieves the learning objectives by the pupils as identified by the teacher. The most effective teaching is that which result in the most effective learning. In addition, the learning is a process not the product, it involves all those experiences and training through teaching of an individual, which help to change the behaviour and prepared to take necessary adjustment and adaptation in change situation. There are essentially two simple elements to effective teaching.
• Teacher must have a clear idea of what learning is to be nurtured.
• The teacher sets up and provides a learning experience that enables this to happen. The root of effective teaching of a successful teacher is involved in the following tenets;
1. Pupils learn best in a positive and nurturing environment established by teachers who believed that every capable of learning.
2. All pupils have areas of strengths and interested that can be useful and advancing pupil learning. Effective teacher establish an instructional environment that will draw on these strengths.
3. Teachers take into account the whole pupil; in other words, they attend to the cognitive, affective, social and physical dimensions when developing and instructional program.
4. Active engagement and interaction facilitate pupil learning.
5. New learning is built upon previously learned information. Learning is enhanced when Prior knowledge and cultural and social experiences are valued, acknowledged, and leveraged throughout the curriculum.

**Components and Operations Involved in the task of Pedagogical Analysis**

looking in the way, of the term pedagogical analysis of any subject content we certainly aim to carry out the task of the analysing the prescribed course material or particular unit/sub-unit/topic/single concept of the subject being taught to a particular class by systematically executing the following four operations in a close interactive style.

a. Content analysis of the unit/topic/single concept being taught by the teacher in the subject.

b. Setting on the teaching or instructional objectives of the content material of the topic in hand by writing them in specific behaviour terms

c. Suggesting methods, techniques, teaching -learning activities, aid and equipments helpful for the teaching learning of the topic in hand quit in tune with the realisation of the set instructional objectives.

d. Suggesting appropriate evaluation devices in the form of oral. Written or practical activities and test questions etc for evaluating the outcomes of the teaching learning process carried in relation to the teaching of the topic in hand.

In the light of the relationship and interdependence existing among the above-mentioned four components of the pedagogical analysis, operations of the content material in the subject may then be properly illustrated through the following diagram. Figure-1- in this way when teacher is asked to perform pedagogical analysis of the content of a subject/unit/or topic to be taught in the class he has to go through the cycle of the above mentioned four components namely,

i. Content analysis

ii. Objective formulation

iii. Selection of the teaching method and material and

iv. Selection of the evaluation device

**Steps of Pedagogical Analysis:-**

**Step-1.** Divided the content of the selected unit into suitable sub-units and arranges the selected sub-units into a number of required periods.

**Step-2.** Briefly write the essence of the content of the selected the sub-unit.

**Step-3.** Writes appropriate previous required knowledge for the sub-unit

**Step-4.** Writes appropriate instructional objectives to be selected for the sub-unit.

**Step-5.** Select the appropriate teaching Strategies for the sub-unit according to the following the instructions;

i. write the name of the method of applied

ii. mention the teaching aid required

iii. briefly illustrate the necessary demonstration and/or experimentation required

iv. mention the necessary board work required

v. right probing questions related to the sub-unit and provide appropriate answers for them

vi. prepare a worksheet for the sub-unit

**Step-6.** Give suitable examples/illustration/ analogies for the sub-unit

**Step-7.** Prepare a table of a specification for the sub-unit. Write at least six criterions referenced test items each with specific criteria for the sub-unit.

**How pedagogy serves effective Teaching:-**

In this way in the light of what has been said already about, the science of teaching pedagogy is found to serve the following to main objectives in the schedule task of a teacher’s teaching.

1. Teaching should be carried out as smoothly as possible and

2. It should result into the maximum output in the term of the expected better teaching outcomes.

What is suggested by the science of teaching on pedagogy for the realisation of its above side two main objectives now carries a wide significance at this stage. Let us briefly described it. A teacher has before him content material and learning experiences related to that subject in a particular class. In this way, his success in his teaching task depends upon the extent to which he is successful in realisation of the teaching the instructional objectives. He can go on smoothly in his teaching task only if he follows suitable method, devices, techniques and aid materials etc. for providing the fruits of his teaching to his students. how properly is he proceedings in his teaching task and how will he is trying to achieve the set teaching objectives, that now need the help of a continuous system of testing and Measurement know as evaluations of teaching outcomes. The results of such evaluation provides an appropriate feedback to the teacher for bringing desirable modification in his methods and materials of teaching including justifying the need of bringing alteration in setting of instructional objectives. In this way scince of teaching or pedagogy advocates a total mutal relationship and interdependence among the following four pillars of the teaching learning process for attaining best
possible result in the task of teaching i.e. effective teaching. in the light of what has been said above, a teacher of may proceed in the way given below for analysing the content of the syllabus of has subject has well has the contents of the topic to be thought in the classroom by preserving the spirit or massage conveyed by the science of teaching or pedagogy.

i. The contents of the subject should be got analyzed properly into major and minor sections/unit/concept etc. and sequency as well as organised as methodology as possible.

ii. Only a desirable amount of the content meteriel abled to be covered properly in the scheduled subject period should be taken in to hand at a time in the shape of a topic to be taught by the teacher for his scheduled classroom.

iii. The topic in the hand should also be analysed properly in the form of major and minor concepts/ single/ concepts etc.

iv. The teacher should now clearly lay down the teaching or instructional objectives related to the topic in hand by writing them into the specific behavioural terms.

v. In the last their, arises a need of exercising proper control over the different components of the teaching- learning process. Such control can only be possible through a well-organized scheme of evaluation well in tune with the contents of the topic in hand, stipulated teaching objectives and evaluation well in tune with the contents of the topic in hand, stipulated teaching objectives and evaluation well in tune with the contents of the topic in hand, stipulated teaching objectives and methods and laterals employed for teaching. For this purpose an appropriate evaluation scheme should also find place in any acheme of pedagogical analysis of the topic or content laterals of the subject mathametics.

Conclusion
Effective teaching necessitates making difficult and principaled choices, exercising careful judgement, and honoring the complex nature of the educational mission. in addition to the technical knowledge and skill teachers have to use in their daily practice, they must also beware of the ethical dimensions of their profession. In this light, the primary mission isto foster the development of skills, dispositions, and understanding, while acknowledgement thoughtfully and responsibly a wide range of human needs and conditions. Thus, teachers must master a repertoire of instructional methods and strategies, yet remain critical and reflective about their practices. Based on the latest developments in the pedagogy; teaching has become more than an activity that conserves valued knowledge and skills by transmitting them to succeeding generations. Therefore, teachers also have the responsibility to challenge existing structures, practices, and definitions of knowledge; to invent and test new approaches; and, where necessary, to pursue organisational change in a constant attempt to improve the school. effective teaching through pedagogy display skills at creating curricula designed to build on students’ present knowledge and understanding and more than to more sophisticated and in-depth abilities, knowledge, concept, and performances.

References