



e-ISSN: 2319-8753 | p-ISSN: 2320-6710

# IJRSET

International Journal of Innovative Research in  
**SCIENCE | ENGINEERING | TECHNOLOGY**

# INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

Volume 10, Issue 3, March 2021

**ISSN** INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER  
INDIA

**Impact Factor: 7.512**

9940 572 462

6381 907 438

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# Teaching Psycho Pedagogy and Its Relationship with both Teaching Methods and Education

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**ABSTRACT:** Teaching methods and strategies are the ways which are used by the teachers in teaching, in other words they are the procedures, processes, and tools used to assist the teacher to teach the focus is first on issues related to the effective teaching process. The effective teaching strategies and techniques which are used by teachers in the classroom, second on the importance of the module of psycho pedagogy and the role of both teacher in teaching it and learner in receiving input, and finally on the relationship between psychology and different issues in education and the role of using technology in teaching. Effective teaching Methods and Strategies, as such methods and strategies are used for a particular lesson. They depend on many factors such as the students' characteristics, what they need to know to succeed with the lesson, the learning tasks, and the subject-matter content and the knowledge and skills of the teacher. There are a lot of methods and strategies, but the most important are Instruction-centered and Student-centered teaching strategies. In this regards the teacher plays an active role and he has the authority to control the learning process, while in student-centered teaching strategies the teacher plays several roles as guide, observer, facilitator, or even mediator in the learning process. The Student-centered teaching strategies have a parallel planning and instructions like instruction-centered teaching strategies, but less control and dominance in the learning process.

**KEYWORDS:** Effective teaching methods, teaching learning process, centered teaching strategies.

## I. INTRODUCTION

The study reveals that, the focus is first on issues related to the effective teaching process: the effective teaching strategies and techniques which are used by teachers in EFL classroom; second on the importance of the module of psycho pedagogy and the role of both teacher in teaching it and learner in receiving input, and finally on the relationship between psychology and different issues in education, and the role of using technology in teaching. There are a lot of methods and strategies, but the most important are Instruction-centered and Student-centered teaching strategies. Miller believes that in instructed-centered teaching strategies, the teacher plays an active role and he has the authority to control the learning process, while in student-centered teaching strategies the teacher plays several roles as guide, observer, facilitator, or even mediator in the learning process. Student-centered teaching strategies have a similar planning and instructions like instruction-centered teaching strategies, but less control and dominance in the learning process. (qtd in Salkind 964-965). Lecture is an appropriate method when it gives important and new information to the students, and it is suitable for the secondary and university level because in this level the learners have "the necessary study skills, motivation, attention span and self-management to be able to benefit from this approach". Unlike the lecture, mini-lecture is appropriate for the students of secondary schools. (Westwood 18). Interactive-expository teaching strategies are similar to the expository teaching strategies with additional elements that are included in the lesson such as interactive questioning, modeling, and high levels of students responding. (Salkind 965) Interactive-expository strategies may help the teacher in some cases, but not all of them because sometimes we need to the students the opportunity to choose the appropriate strategy for them. It is another strategy .The teacher modeling a task, a procedure, or a research paper to explain or illustrate the learning process. It includes short verbal explanations on the ways and the purpose of the tasks (Salkind 966). Teachers should select the appropriate model to fit the goals of the teaching process because the wrong choice will make bad results on the teaching-learning process.)In direct instruction, the teachers introduce new skills, knowledge, and concepts to their students through clear direct instructions. They continually check and assess the students' understand of this new information and knowledge by asking clear questions about each lesson. The students' responses on the questions allow the teacher to evaluate and to give feedback to each



answer (Salkind 966). The choral responding by the group is more effective than the individual answers because it motivates and raises the participation of the students. (Westwood 12) Direct instruction is not an easy strategy to apply in the classroom. It needs hard efforts by the teachers and the students. Student-Centered Teaching Strategies: Student-centered teaching strategies are based on constructivist views of learning (Westwood 27). Cooperative learning groups provide each member with opportunity to participate and make his decisions in the group. It also encourages the skills of cooperation and negotiation. Face-to-face learning promotes an atmosphere of cooperation and empathy between the students.

## II. THE OBJECTIVES OF THE STUDY

This research is to shed brightness on the role of educational psychology in the teaching method and to make teachers and students acknowledgeable with the theories and strategies that are provided by educational psychology to develop teaching and to understand learning. The main purpose of our study is to conclude the effective strategies, techniques, and methods that can help teachers of EFL classroom. That is to say, we want to show the real involvement of educational psychology for helping and increasing the efficiency of teaching.

## III. RESEARCH METHODOLOGY

This research will be conduct through the expressive method. The expressive method is a way of explore and recounting real-life situations by given that the information of the fundamentals as they occur. In the context of our research study, the process seems to be the suitable once as we tend to present the different methods strategies of teaching and to describe their real life application within an EFL class.

(a) The participants of the study will be all teachers of psycho-pedagogy and some teachers of other modules of English department at University. As we tend to explore their views to subject matter and other subjects to check their degree of awareness about the main principles of psychopedagogy. In addition to the teachers, we have the students of third year LMD in the department of English in which we choose randomly sixty students to submit them the questionnaire. The main reason for this choice is that the students of 3rd year are supposed to be the most suitable population to check their degree of awareness towards the importance of teaching psycho-pedagogy and its implementations' theories by the teachers. They have been introduced to the module and awarded about the relationship between them and their teachers.

Data Tools: The present study, we will adopt two main research tools; a questionnaire and an interview

These techniques are different and vary in terms of many factors. Teachers use those techniques depending on the students' needs, their styles of learning, their personalities, and the subjects of learning. Furthermore, the choice of the appropriate teaching techniques is determined by the right choice of the teachers, so they are responsible for the use of the suitable techniques. Here, we try to select some of those teaching techniques that they may be used by the teachers in their classroom. It is one of the teaching techniques that are used by teachers, especially teachers of university. Lecture may help teachers to reach some the objectives of teaching. We try to summarize those benefits in the following points:

- Introducing and providing an overview on new topics.
- Raising interest and issues that can appear later.
- Bringing students up to date with recent information that is not readily available through other media.
- Presenting information in a quick and concise way for facilitate it to the students.
- Providing an opportunity for review and discover of course material.

Purposes of lecture technique adopted from Westwood (19). According to Good and Brophy (2008), the efficient lecture can motivate and challenge students' thinking, and discuss new topics and issues that would appear in their way of learning. (qtd in Westwood 19)2. Discussion is an excellent way to urge the students to think and analyze issues in the learning. The students should interact with each other to solve problems and find explanations for new issues that are emerged later. Discussion technique allows students to share their thoughts and point of views with each other and with the teachers. This technique may also help teachers to facilitate and convey the information easily. Debates: Debates also are a useful technique which can engage students in their learning and urge them to deal with complexity of the leaning topics and new issues. Debates can improve students' oral communication skills. Role playing and simulation in class can be an effective technique to enhance students in the learning process. Role playing engages students to the real world by introducing problems and trying to solve them, it provides opportunities to the students to play different roles of others which help them to explain and solve the difficult issues. Role playing also can provide students with opportunities to practice and improve their skills. (Kizlik). Peer tutoring and peer assistance: This technique can help students to understand and construct new knowledge by the assistance of each other. Peer tutoring makes a good relationship among the students and also build a satisfied atmosphere in the classroom. The instructors such as McMaster et al supported the use of peer tutoring in the classroom to achieve the learning outcomes (qtd in



Westwood 70) Those are some of the different techniques that can be used in teaching in addition to other techniques such as using visual aids and graphics, illustrating with images, and using games and quiz. Teachers must be careful when they choose any technique because every technique is suitable for specific situation and context. 3. The development of Teaching: Teaching is different from what was in the past. It has many changes which affected the teaching learning process. These changes have affected the ways, skill, methods, attitudes, and style of teaching in which made new challenges and difficulties to the teachers and the teaching process. Four trends have emerged from these changes in teaching which are: increased diversity, increased instructional technology, greater accountability in education, and increased professionalism of teachers. (Seifert and Sutton 10) Increased Diversity: Diversity in the classroom means the diversity of the students. This means the diversity in their ways of learning, thinking, behaving, and acquiring knowledge. It also includes the variety of their levels, background, language, and personality. Unlike in the past, teachers are care more about those differences and they give more importance to the students from diverse language background and special education needs.

#### IV. CONCLUSION

Teachers try to cover all the increased diversity in the classroom and to solve the problems which may appear from those differences. The challenges of the teachers are more than in the past, so they should work hard with the help of educational psychology Increased Instructional Technology, according to the development, the use of technology has increased in which we find all of teachers, students, and schools use computers, internet, and every tool could which help them in the teaching learning process. With internet, it is easy to gather information in different subjects with pictures, video clips, and audio records. Internet and computer may facilitate the learning process and delivering information to the students in an interesting and motivating manner. Those tools are more helpful for both teacher and student. Technology is a crucial factor in the development of the teaching learning process; but also makes a several challenges for the teachers. The teachers are responsible for helping the students in using the internet and choosing the appropriate tool for teaching. In many societies and schools, classrooms have only one or two computers and may be no one at all. This creates a big challenge for the teachers which is how could they benefit from this limit materials in their classrooms.

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**INNO SPACE**  
SJIF Scientific Journal Impact Factor

**Impact Factor:  
7.512**

**ISSN** INTERNATIONAL  
STANDARD  
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