MAXIMS OF TEACHING

By

Monojit Gope

Research Scholar

INTRODUCTION

- Maxims of teaching are general principles that can help teachers be more effective.
- They are based on the experiences of teachers and educational researchers.
- Maxims of teaching can be used to improve the planning, delivery, and assessment of instruction.

CONCEPT OF MAXIMS OF TEACHING

- The concept of maxims of teaching was first introduced by Johann Friedrich Herbart, a German educator and philosopher. Herbart believed that teaching should be based on a set of principles that would help students learn effectively. These principles, known as the maxims of teaching, include:
- **Apperception:** The teacher should start by activating the student's prior knowledge and experiences.
- **Clearness:** The teacher should present the material in a clear and concise way.
- **Association:** The teacher should help students associate new information with what they already know.
- **Systematic connection:** The teacher should present the material in a logical and systematic way.
- **Variety:** The teacher should use a variety of teaching methods to keep students engaged.
- **Practice and application:** The teacher should provide students with opportunities to practice and apply what they have learned.

MAXIM 1: START WITH WHAT STUDENTS KNOW

- When students are able to relate new information to what they already know, they are more likely to understand and remember it.
- Therefore, it is important to start each lesson by activating students' prior knowledge.
- This can be done by asking questions, reviewing previous lessons, or using hands-on activities.

MAXIM 2: TEACH TO THE NEEDS OF ALL STUDENTS

- Not all students learn in the same way.
- Some students learn best by listening, while others learn best by seeing or doing.
- Therefore, it is important to use a variety of teaching methods to reach all students.
- This might include lectures, group work, hands-on activities, and individual projects.

MAXIM 3: PROVIDE OPPORTUNITIES FOR PRACTICE

- Students need opportunities to practice what they are learning in order to master it.
- This can be done through homework, classwork, and projects.
- It is important to provide feedback on students' work so that they can improve their understanding and skills.

MAXIM 4: BE ENTHUSIASTIC AND ENGAGING

- Students are more likely to be motivated to learn when they are interested in the material and enjoy the learning process.
- Therefore, it is important for teachers to be enthusiastic and engaging in their teaching.
- This can be done by using a variety of teaching methods, making the material relevant to students' lives, and creating a positive learning environment.

MAXIM 5: ASSESS STUDENT LEARNING

- It is important to assess student learning to determine how well they are mastering the material.
- This can be done through quizzes, tests, projects, and other assessments.
- Assessment data can be used to identify areas where students need additional help and to plan future instruction.

MAXIMS OF TEACHING

- We will be discussing the maxims of teaching with examples so as to make this seemingly difficult idea, easier to understand.
- 1.From Known to Unknown.
- 2.Simple to Complex.
- 3.From Concrete to Abstract.
- 4.From Particular to General.
- 5.From Whole to Part.
- 6.From Psychological to Logical.
- 7.From Induction to Deduction.
- 8.From Empirical to Rational.
- 9.From Analysis to Synthesis.

FROM KNOWN TO UNKNOWN

- This is a maxim that throws light on previous and acquired knowledge that the students might have. The students might know some concepts and the teachers should introduce the unknown through the known concepts. For example, breathing and eating are known concepts that all students might be familiar with. However, respiratory functions and digestive functions might be an unknown concept. Teachers must acknowledge the known and take the students to the unknown. This way, teaching can be made effective.

SIMPLE TO COMPLEX

- It is a given that simple concepts are taught first and then teachers move on to complex topics. The simple concepts lay a foundation for teaching the more complicated concepts. This applies to all the grades and all the subjects. For example, the story is a simple concept (relatively) and the figures and analysis is a complex concept. Teachers must gradually increase the complexity.

FROM CONCRETE TO ABSTRACT

- Abstract concepts are those that are intangible. It cannot be seen since it does not have a physical form. For instance, infinity, BODMAS, and likewise are abstract concepts whereas numbers and counting, etc. are concrete and can be taught using physical objects. When we look at the maxims of teaching closely, it can be observed that all the maxims have a simple beginning point and it gradually grows and travels to a more defined, complex plot.

FROM PARTICULAR TO GENERAL

- In this article, you will notice that all the maxims and statements are simplified using examples. The same thing must be done while teaching. A particular instance or scenario must be taken into account while explaining the concept and then the students can be asked to generalize the same. For example, when you are teaching present tense and past tense, you should take one or two sentences in particular and explain the concept. The students can then be asked to generalize the principle and apply it in all similar situations.

FROM WHOLE TO PART

- While teaching, the teacher must try and introduce the student to the whole lesson first and then move on to the intricacies of it. The crux of the lesson must be discussed first and then the lesson can be taught in parts. Suppose if you are teaching a poem by Sylvia Plath, you can talk about what the poem is and what it discusses. Then, you can move on to analyze the poetic devices, words used, the mindset of the poet, and likewise.

FROM PSYCHOLOGICAL TO LOGICAL

- One of the things that teachers should always keep in mind is the capacity, interest, and abilities of their students. The concepts must be taken across by keeping these things in the forefront. At least during the early stages of learning. The logical part is the evaluation, assessment, and likewise that the teacher has to do. This is a student-centered maxim and is applicable to the younger kids.

FROM INDUCTION TO DEDUCTION

- While teaching, teachers should drive from induction to deduction. Induction is nothing but arriving at a conclusion by observing a set of given statements of examples and deduction is the process of arriving at a conclusion after examining all the possibilities. For example, Annie got an Apple from the box, Janson got an apple from the box, and hence, the box is full of apples is inductive reasoning.

- Examining the box, canceling the other possibilities, and arriving at a learned conclusion is called deductive reasoning.

FROM EMPIRICAL TO RATIONAL

- Empirical knowledge is verifiable whereas rationale is based on logic and principles., The teachers should introduce the students to empirical ideas first and then move on to rational concepts. Empirical is achieved through experience and observation. It is a journey from smaller maturity levels to higher levels.

FROM ANALYSIS TO SYNTHESIS

- This is much like differentiation and integration in mathematics. Well, I was not a fan of these concepts. So, let me break it down. An analysis is nothing but dividing a problem into digestible bites and synthesis is the coming together of these parts. While analysis is an approach to a problem, synthesis is a solution or a remedy. For example, a sentence will have different parts like verbs, nouns, and likewise. Analyzing the sentence would mean breaking it down into verbs, nouns, punctuation, etc., and synthesizing is putting all this together.

CONCLUSION

- Maxims of teaching can help teachers be more effective.
- By following these principles, teachers can create a learning environment that is conducive to student learning.
- This can lead to improved student achievement.

THANK YOU