

# STUDY OF DIFFERENT TYPES OF TEACHING MODELS AND CHARACTERISTICS

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## Abstract

Teaching is the way toward assisting other individuals to gain proficiency with the things you definitely know. The exemplary definition of teaching is the plan and creation of environments. Students learn by interacting with those environments and they concentrate how to learn. Defines the demonstration of teaching as leading to complementary contacts between the instructor and the understudies. Defined teaching as "a cycle by which educator and students establish a common environment including sets of values and convictions (arrangements about what is significant) which in turn shading their perspective on the real world". So, it was depicted as teaching is a mind-boggling human movement performed by complex human living being conveyed in study hall. So teaching is centered on explanation or narration of the educator and students, their listening, retention and review, and the teaching learning environment, teaching has its extraordinary tools and strategies. The models of teaching and teaching methodologies are other explicit strategies utilized for the transaction of teaching.

## 1. INTRODUCTION

Teaching model is a conditional theory of teaching. These have been developed to assist the instructor with improving his/her ability to venture into the minds of youngsters and to establish an adaptable environment for teaching – learning measure. It determines methods of teaching and learning that are intended to accomplish certain kinds of objectives. These are intended to bring about specific kinds of learning and to assist students with acquiring information, thoughts, abilities, values and perspectives and methods for expressing themselves.

- **Definitions**

Define models of teaching as “prescriptive teaching strategies based on specific psychological theories and designed to accomplish particular instructional goals”.

A model of teaching isn't just a tool for thinking. It is a bunch of concepts painstakingly organized to explain what educators and students do in a study hall, how would they interact, how would they utilize instructional materials and how these exercises are considered in a succession of phases. These perform differed functions in the educational situation like direction, advancement of educational program, specification of instructional materials and improvement in teaching. Subsequently a model of teaching is "an arrangement or example that can be utilized to shape educational plan, to plan instructional materials and to manage instruction in the study hall and other settings". Teaching models are exceptionally helpful for educators for planning and organizing teaching exercises. The educator utilizes them to design educational plan, to plan understudy – instructor interaction, to set up an outline for guiding understudy exercises and to create explicit teaching helps. Likewise, these models might be useful in formulating and developing theories of teaching.

## 2. CHARACTERISTICS OF MODEL OF TEACHING

Some of the characteristics of the models of teaching are given by Joyce and Weil. They are explained under.

- **Specific procedure**

A model of teaching is not a combination of facts. Instead, it is a systematic procedure to modify the behaviour of learners and it is based on certain assumptions. The assumptions are discussed below.

- Teaching is meant for generating an environment of learning. It involves a number of independent variables influencing student learning.
- The content of study and the skills of teaching function as instructional inputs through which student and teacher interact each other. Thus it provides an opportunity to develop physical and social efficiency.
- Different types of teaching objectives are achieved by organizing teaching elements in different ways.
- Teaching models provides learning experiences by creating appropriate environment conducive to real behavioural outcomes

- **Specifications of learning outcomes**

All models of teaching specify the learning outcomes in detail about desirable student's performance.

- **Specification of environment**

This means that every model of teaching specifies in definite terms, the environmental conditions under which a student's response should be observed.

- **Criterion of performance**

A model specifies the criteria of acceptable performance which is expected from the students. The model of teaching delineates the behavioural outcomes which the learner would demonstrate after completing specific instructional sequences.

### 3. TYPES OF TEACHING MODELS

Teaching models can be ordered in various manners by various specialists. Has talked about the four essential mental models of teaching They are - Fundamental Teaching model by Robert Glaser, PC Based Teaching Model by Stolurow and Davis, Teaching Model of School Learning by John A. Carroll and Interaction Model of Teaching by Ned A Likewise attempted to show the relationship between traditional concepts of teaching and the fundamental teaching models In this respects, three historical models, for example, The Socratic Model of Teaching, The Exemplary Humanistic Model by Broudy, and Personal Advancement Model were depicted. Has depicted three philosophical teaching models in progressive request Under these models, he has attempted to described by a movement focuses on the achievement of learning and practice in such a way as to regard the understudy's intellectual limit with respect to independent judgment. The philosophical teaching models are Impression Model of Teaching by John Locke, Insight Model of Teaching by Plato and Rule Model of Teaching by Kant.

Has explained four instructor educational models The focal point of educator education program is to create ability and understanding of the teaching cycle. The teaching models give some understanding about teaching and work with the student instructor to utilize it in his own teaching. The four instructor educational models portrayed are Taba's Model of Teaching, Turner's Models of Teaching, A model of verification in Educator – Orientation and Fox – Lippitt's Teaching Model, which are more valuable in instructor – education program.

Have summed up all teaching models in four families based on their objectives These four families are Information Processing group of Teaching Model, Social Interaction Teaching Model, Personal Teaching Model and Conduct Modification Teaching Model.

#### 4. FAMILIES OF MODELS OF TEACHING

The families of Models of Teaching proposed by Joyce and Weil are discussed below.

- **Information Processing Family of Teaching Model**

The Information Processing by kids is fundamentally comparable, yet more refined. The kid gets information, sorts out it, stores it, recovers it, thinks about it, and combines it to address questions, take care of issues and decide. As years passes, the youngster's movement to handle information increases due to the continued advancement of the brain and learning encounters. Thus the focal point of the techniques related with Information Processing approaches are linked to the concepts and principles developed in intellectual brain research.

Information Processing Models share an orientation towards the frameworks that can improve their Information Processing capacities. Define information processing as "the ways, wherein individuals handle improvements from the environment, put together information, sense issues, create concepts and solutions to issues, and utilize verbal and non – verbal images". A few models furnish the student with information and concepts, some emphasize concept formation and hypothesis testing and others produce inventive thinking. A couple is intended to upgrade general intellectual capacity. Information processing models are valuable for studying oneself and society and in this manner for achieving the personal and social objectives of education. Table 1 gives the list of information processing models according to Joyce and Weil.

**Table 1 Models of Teaching listed under Information Processing Family**

Models of teaching	Developers	Year	Goals
Partners in Learning (Cooperative Learning)	David Johnson Roger Johnson	1999	Facilitate acquisition of social skills and information
Group Investigation	John Dewey	1916	Development of interpersonal group skill and academic inquiry skill
Role Playing	Fannie Shaftel	1982	Focus on the development of social behaviour and values
Jurisprudential Inquiry Model	Donald Oliver James Shaver	1966 / 1974	Development of social values

- **Personal Teaching Model**

The focus of this category of models is a result that is held in high respect by humanistic educators: high self – concept and self – regard, positive self-direction and independence, inventiveness and interest, and the advancement of effect and emotions. A large portion of the techniques utilized are related with open education. The group of personal models gives extraordinary consideration to the individual viewpoint and tries to empower profitable independence, increasing individuals' self – awareness, and sense

**Table 2 Models of Teaching listed under Information Processing Family**

Models of teaching	Developers	Year	Goals
Non – directive Teaching	Carl Rogers	1961, 1971	Development of self – awareness, autonomy and self – growth
Enhancing Self – Esteem	Abraham Maslow	1962	Development of interpersonal awareness and understanding

- **Behaviour Modification Model**

The focus of the strategies related with this category is on discernible abilities and practices. These techniques have commonly demonstrated bound to positive effect scores on standardized trial of essential abilities than models in other classes. Conduct models have wide relevance in education, training and social therapy. They include models for teaching facts, concepts, abilities just as models for the reduction of tension and for relaxation. Table 3 provides the list of behavioural modification models.

**Table 3 Models of Teaching listed under Behavioural Modification Family**

Models of teaching	Developers	Year	Goals
Mastery Learning	Benjamin Bloom	1971	Attainment of satisfactory level of performance
Direct Instruction	Tom Good Jere Brophy Carl Bereiter	1974	Development of self – pacing ability and self – esteem
Simulation	Carl Smith Mary Smith	1966	A training device that closely represents reality

## 5. CONCLUSION

Education has developed a standing for distributing critical educational examination discoveries of ongoing years. Forward-thinking and legitimate, the journal has offered specialists the chance to introduce full records of their work; its reasoning, discoveries and ends. Its arrangement presently incorporates more limited papers and survey articles. Examination Papers in Education isn't just a crucial wellspring of appropriate data for educational analysts, yet in addition required perusing for educational arrangement producers and organizers. The journal publishes top notch articles in the fields of educational arrangement and practice, and exploration that connections the two. The impressive experience of the editors, publication board and the worldwide warning board will guarantee that Exploration Papers in Education keeps on distributing the best and most applicable examination in education today.

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