

instr. may be replaced by the programmed material, computer teaching machine, radio and television etc. A teacher cannot be replaced by these aids. Of course, in-teaching a teacher makes use of them. Thus instruction is one of the several modes of teaching.

### **Nature and Characteristics of Teaching**

**1. Teaching is Giving Information.** There are many things that the students cannot find out for themselves. There are many things that they can never know unless they are told. There are many things the use of which they do not know. These things they have to be told. So one essential part of teaching is communicating knowledge.

Knowledge must be given in a systematised manner. Teaching should be made interesting.

It must, however, be stressed that knowledge aspect should not be unduly emphasized.

**2. Teaching is Causing to Learn.** It is wrong to think, that knowledge can be passed on from one person to another like money. Knowledge will be received only when the students are prepared to receive it. Real teaching consists in persuading the child, by one method or the other to learn for himself. The teacher is an instrument in helping a child to learn and to do things for himself.

**3. Teaching is a Matter of Helping the Child to Respond to his Environment in an Effective Manner.** F.N. Freeman observes, "It is not what is presented to the child which educates him, but rather the reaction that he makes to what is presented. Certain children may fail entirely to respond to a lesson, or may respond in a wrong manner. If a child's response to his geography is to memorize the words, without any understanding of the facts they represent, the lesson is not educative for him (he has not been taught), although it may be educative for the child next to him who reacts properly."

**4. Teaching is Helping a Child to Adjust himself to his Environment.** A child is reacting in some way or the other to his physical and social environment, from his very birth. His reactions

are both fruitful and harmful. Teaching should help the child to make successful adjustment. This may be done in two ways. Sometimes we modify the environment and at other times strengthen the child. Teaching should make the child socially efficient, that is, a worthy member of society, making his contribution to the common good. Yoakam and Simpson write, "Teaching is a means whereby society trains the young in a selected environment as quickly as possible to adjust themselves to the world in which they live. In primitive societies this adjustment means conformity with things as they are. In more advanced civilisations, such as ours, effort is made not only to adjust to things as they are, but also to make an advance in the improvement of conditions of life by training the young in modes of thinking and acting which will help to improve the conditions of living that surround them."

**5. Teaching is Stimulation and Encouragement.** Teaching should fire the enthusiasm of the child. It is to encourage the child in the development of his natural desires to work and to be active.

**6. Teaching is Guidance.** Teaching is to guide the pupils to learn the right things in the right manner and at the right time. Teaching is to guide the students to do things in such a way that time, material and energy are not wasted.

**7. Teaching is Training the Emotions of the Child.** Ryburn observes, "It is also the encouraging and training of the emotional life. This is an aspect of teaching which is very commonly neglected, at least in practice. But our teaching will be only one-sided and distorted unless we take into account the necessity for helping the child to develop a stable emotional life." Teaching is to develop the emotional life of the child by providing an atmosphere of love, affection and freedom. Teaching is to provide such activities as will sublimate their instinctive urges to action.

**8. Teaching is Both a Conscious and an Unconscious Process.** Teaching is both a conscious and an unconscious process and the most effective part of it is generally the part of which we are unconscious. The personal relationships between the teacher and the taught have a great bearing on the growth of the child.

**9. Teaching is a Means of Preparation.** Though preparation for future is not the only aspect of teaching, yet it is an important aspect. Teaching is to help the immature child to develop physically, intellectually, emotionally and spiritually to participate effectively in the life of the community.

**10. Teaching is Formal as well as Informal.** Formal teaching is deliberately planned, systematically organised and is always purposive. Teachers are just formal agents of teaching.

School is not the only agency of teaching. Informal teaching is carried on by the parents, brothers and sisters at home, playmates, student community outside the classroom etc. The few hours of the school are insufficient for the full development of the child.

Formal and informal teaching must co-operate, if good results are to be achieved. School should 'supplement' not 'supplant', the training imparted by the home and *vice-versa*.

**11. Teaching as a Skilled Occupation.** Every successful teacher is expected to know the general methods of teaching and instruction in creating suitable learning situations. He is also expected to be familiar with the general objectives of education.

✓**12. Teaching is an Art.** Art implies the intelligent action of a human being through which it is possible to modify an ordinary course of events. Teaching is an art which can be improved through research.

**13. Teaching is a Form of Social Service.** The teaching profession is regarded to be a sort of social service and the teachers as servants of society in whose hands has been entrusted the task of shaping and developing the behaviour and conduct of the young children for maintaining and improving the social patterns.

✓**14. Teaching as a Relationship.** Teaching is a relationship which is established between three focal points in education, the teacher, the child and the subject. Teaching is the process by which the teacher brings the child and the subject together. The teacher and the taught are active, the former in teaching and the latter in learning.

**15. Teaching as a Skilled Occupation.** Every successful teacher is expected to know the general methods of teaching and instruction in creating suitable learning situations. He is also expected to be familiar with the general objectives of education.

**16. Teaching is Both an Art and Science.** Silverman (1966) has expressed the nature of teaching in these words, "To be sure teaching—like the practice of medicine—is very much an art which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science, for it involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A good teacher, like a good doctor, is one who adds creativity and inspiration to the basic repertoire."