

A close-up photograph of a single, vibrant red rose in full bloom. The petals are tightly packed and show a rich, deep red color with some lighter, almost white, variegation in the center. The rose is positioned on the right side of the frame, with its stem and a few green leaves visible below it. The background is a soft, out-of-focus green, suggesting a garden or a field of foliage. The overall lighting is bright and natural, highlighting the texture of the rose's petals.

WELCOME

# LECTURE METHODS



**Presented by,**

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**PHYSICAL SCIENCE OPTIONAL**

**ROLL NO - 21**

**KUCTE ,KARIAVATTOM**

The influence of  
a good teacher  
can never be  
**ERASED**



# INTRODUCTION

**Lecture method is the most commonly used method of teaching science. It is a teacher-controlled & information centered approach in which the teacher works as a sole-resource in classroom instruction.**



In lecture method only the teacher talks & students are passive listeners. Since the student do not actively participate in this method of teaching, this is a teacher – controlled & information centred method.







Lecture method is most commonly followed in colleges and in schools in big classes. This method is not quite suitable to realise the real aim of teaching science.

**Wasley, Edgar B, Wronski, Stanley suggested that the lecture method serves four basic purposes:-**

- **To motivate**
- **To clarify**
- **To review**
- **To expand**



# PLANNING THE LECTURE

Before starting to prepare a lecture, the teacher must be able to answer four basic questions:-

- Who is your audience?- **Who**
- What is the purpose of your lecture?- **Why**
- How much time is available- **How long**
- What is the subject matter?- **What**





# PURPOSE OF LECTURE

The objectives of lecture may be to,

1. Give general information on a subject
2. Gain acceptance for a new point of view
3. Change basic attitude
4. Teach a particular skill



# SITUATIONS WHERE LECTURE METHOD CAN BE USED

- ❖ In the introduction of a new topic
- ❖ In the introduction of new instruments
- ❖ Revising and summarising lessons
- ❖ Covering the syllabus quickly
- ❖ Presenting the history of plants and animals



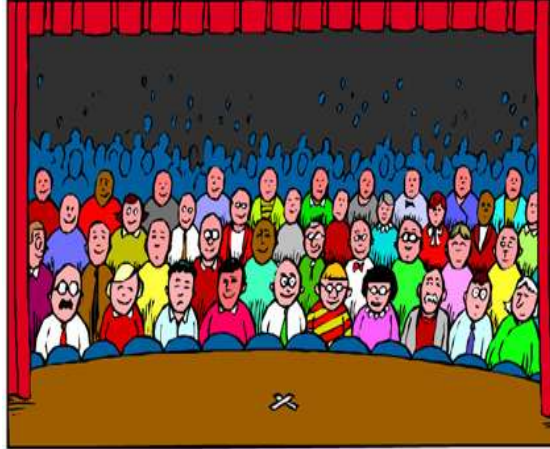
# A good lecturer must take care of,

- ❖ Time available
- ❖ The audience
- ❖ Subject matter
- ❖ Posture
- ❖ Appearance
- ❖ Manner
- ❖ Gesture
- ❖ Voice
- ❖ Vocabulary
- ❖ Use of audio-visual aids & black board





-TIME



- AUDIENCE



-SUBJECT MATTER



- POSTURE



- APPEARANCE

Manner words. Cut the cards for the dotted lines. Use them for your word wall



- MANNER



- GESTURE



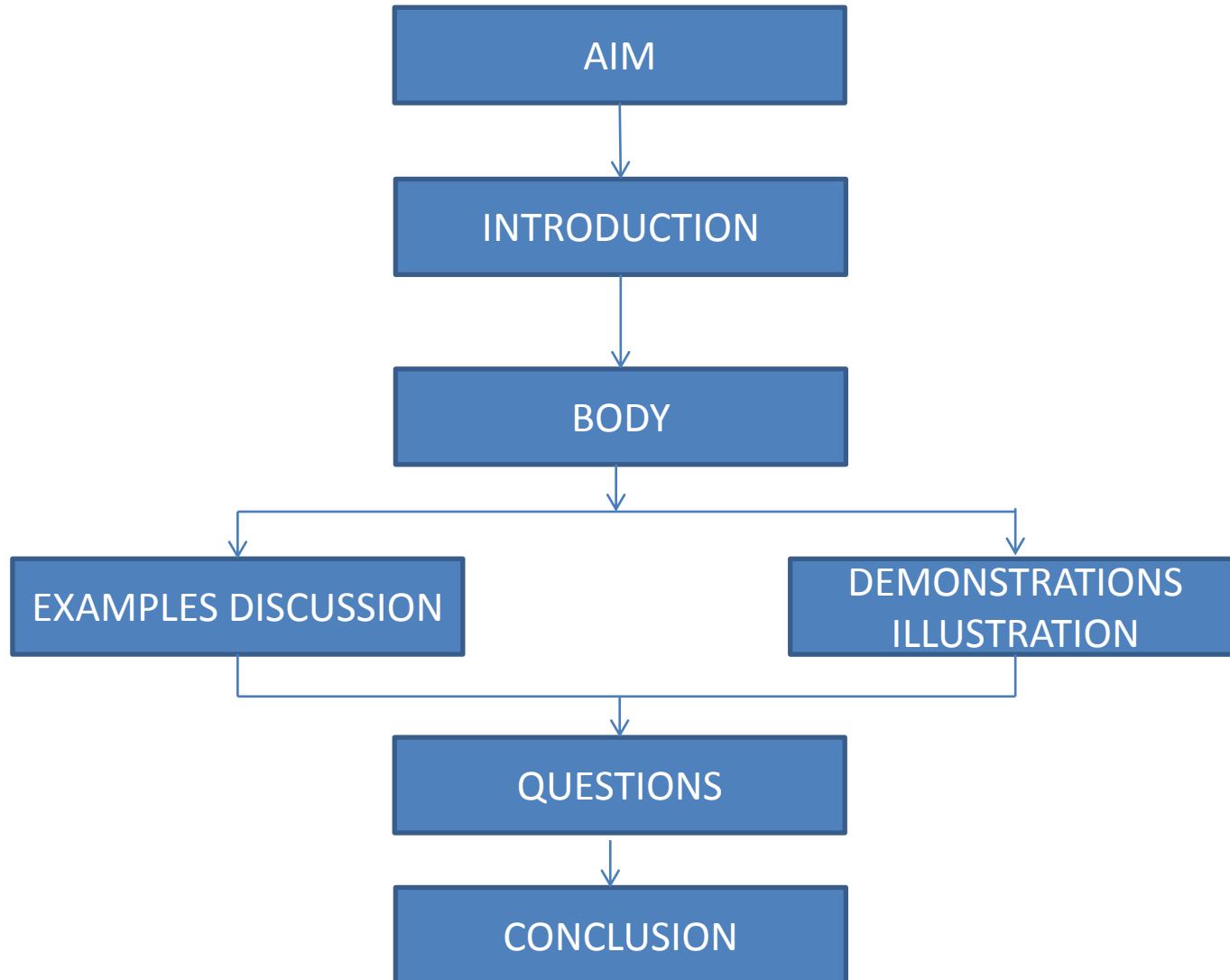
- VOICE





## - USE OF VISUAL AIDS & BLACKBOARDS

# Organizing the lecture



# HOW TO EVALUATE A LECTURE

- ❖ The speaker's content expertise
- ❖ The language used
- ❖ The degree of transparency of presentation.
- ❖ Use of audio visual aids
- ❖ Attention and intellectual participation of pupils

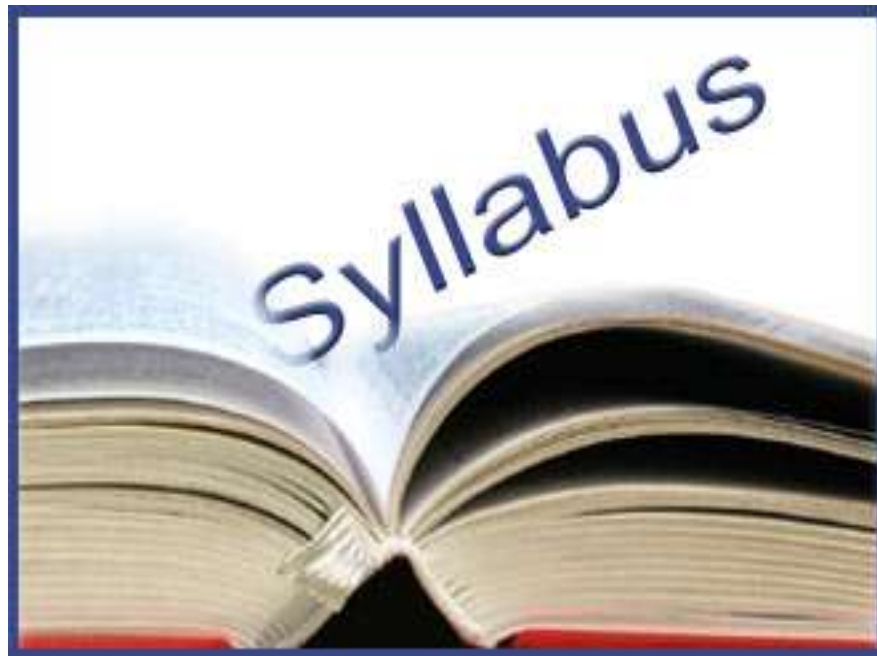


# Advantages of lecture Method

❖ It is quite economical method because it is possible to handle a large number of students at a time & no laboratory equipments, aids, materials are required.



❖ Using this method the knowledge can be imparted to students quickly & prescribed syllabus can be covered in short time.





❖ It is quite attractive & easy to follow and also by this method teacher can develop his own style of teaching and exposition.



❖ It simplifies the task of teacher as he/she dominates the lesson for 70-85% of the lesson time & students just listen to him.



❖ Some good lectures , delivered by the teacher may motivate, instigate and inspire a student for creative thinking.



# Disadvantages

- ❖ In this method the students participation is negligible and students become passive recipients of information.



❖ In this method we are never sure if the students are concentrating and understanding the subject matter being taught to them by teacher.





❖ In this method knowledge is imparted so rapidly that weak students developed a hatred for learning



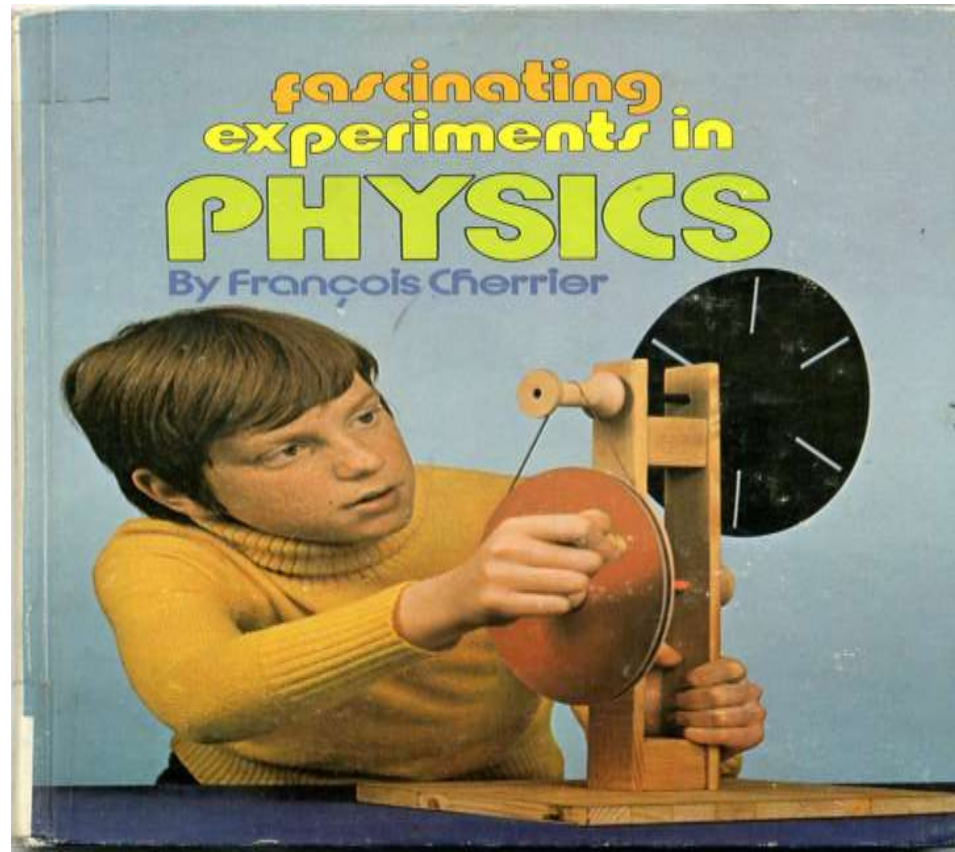
❖ In this method there is no place of ‘learning by doing’ and thus teaching by this method strikes at the very root of science.



❖ It doesn't take into the account of previous knowledge of students and it does not take cater to individual needs and differences of students.



❖ In case of Physics, it is against spirit of development of scientific attitude as Physics is basically an experimental science.



❖ It is an undemocratic and authoritarian method as students cannot challenge or question the verdict of the teacher.



Violent teacher



Frustrated teacher



❖ It does not provide for corrective feedback and remedial help to slow learners.



❖ It does not help to inculcate scientific attitudes and training in scientific method among the pupils.



# CONCLUSION

❖ This method is suitable for teaching in higher classes (XI, XII) where we aim to cover the prescribed syllabus quickly, and also this method will help them to prepare themselves for college where lecture method of teaching is a dominant method of imparting instruction.



❖ This method of teaching can be made more beneficial if the teacher encourages his students to take notes during the lesson.





❖ After the lesson, teacher can give his students sometime for asking questions and answer their queries without any hesitation.





❖ If a teacher can introduce some humour in his lesson it would keep students interested in his lesson.



# REFERENCES



- INNOVATIVE SCIENCE TEACHING – RADHA MOHAN
- METHODS OF TEACHING PHYSICS-M. VANAJA
- TEACHING OF PHYSICAL SCIENCE- LALIT KISHORE
- TEACHING OF PHYSICAL SCIENCE – SALIL TRIPATHI
- METHODS OF TEACHING SCIENCE – M.S. YADAV

## **SELECTED INTERNET RESOURCES**

**<http://gali.leo.Physiology.uiowa.edu/lectures/>**

**<http://www.irc.uci.edu/trg/55.html>**

**<http://www.umsl.edu/~harris/280/standards.html>**





A Good teacher  
Explains ...

A Superior teacher  
Demonstrates ...

A GREAT teacher  
Inspires.



Thank You

