

# **Lecture No. 04**

## **Use of Teachers' Qualities, Techniques and Skills**

### **I. Teachers' qualities**

What are the qualities that combine to create an excellent, memorable teacher? If you are trying to become a better teacher, followings are the important points.

#### **1. Knowledge**

Students consistently and clearly target as the number one quality of a good teacher exactly what you would expect: knowledge of the subject. You must be an expert in your field if you are going to be a good teacher.

#### **2. Communication**

The second core quality that good teachers possess is the ability to communicate their knowledge and expertise to their students. How much would your students learn? A good teacher can take a subject and help make it crystal clear to the students. A bad teacher can take that same material and make it impenetrable.

#### **3. Interest**

A good teacher starts with a firm knowledge of the subject, and builds on that with a clarity and understanding designed to help students master the material. The best teachers then go one step further.

#### **4. Respect**

Good teachers always possess these three core qualities: knowledge, the ability to convey to students an understanding of that knowledge, and the ability to make the material interesting and relevant to students. Complementing these three is a fourth quality: good teachers have a deep-seated concern and respect for the students in the classroom.

### **II. Teachers' Techniques**

For effective teaching to take place, an appropriate teaching method must be employed. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn.

#### **(i) Setting the Scene**

The importance of starting off on the right foot cannot be overestimated. The students are most likely to learn in a relaxed and friendly environment.

#### **(ii) Being Student Centered**

Being student centered means focusing on what the students want to know and involving them in the learning as much as possible.

#### **(iii) Assessing Prior Knowledge**

Finding out what students know already is very important. Remember that even if they know it already, time spent rehearsing the information is not wasted - by calling it up, they will be preparing themselves for learning.

#### **(iv) Getting Students to Participate**

Students are most likely to learn when they are actively involved with the learning. This keeps students interested. Thus, you could have a discussion, some practical work, get the students to think through a case and look at a model all in one session. Useful techniques include questioning, brainstorming, interaction with students and role-play.

#### **(v) Asking Questions and Dealing with Answers**

Questions are the simplest way of getting students to interact with a teacher. However, asking questions is not as simple as it appears. Questions can also probe at different levels of knowledge.

#### **(vi) Checking Understanding**

During a session it is worth monitoring the progress of the students. Check that they understand the points you have just covered and make sure they have no questions before you move onto the next topic. By checking you will be able to manage the pace of the session (this means the speed at which information is delivered) and make sure that the information is delivered at the right level or pitch.

#### **(vii) Using Visual Aids**

This is another way of keeping students interested. The aphorism “a picture tells a thousand words” is true. Students can interact with diagrammatic information easily.

#### **(viii) Setting Homework**

This is often referred to as lifelong learning through which students can understand the content as doing by self at home. Students often refer to this as ‘setting homework’, and are familiar with the process as they have been exposed to problem-based-learning.

#### **(ix) Summarizing and Closing a Session**

Summarizing at the end of a session is important. We could reduce a lot of teaching theory to the statement “tell them what you going to do, do it, tell them what you just did”. This perfectly demonstrates the three-part nature of a well-planned lesson, and also reveals a critical fact about the summary - no new facts.

### **(III) Teachers Skills**

In teachers’ skills, the key points to remember are: When am I teaching? - make sure you are prepared, what am I teaching? -make sure you understand the aims and objectives of the session. Overall teachers have to concentrate on following teaching skills

- a. Effective classroom teaching to varied audiences in terms of subject matter
- b. Effective classroom teaching in terms of pedagogy
- c. Ability to convey the competence in subject matter and confidence in one’s ability to teach
- d. Ability to develop course curriculum and individual lessons
- e. Effective use of common instructional aids, including audiovisual techniques
- f. Ability to explain both basic and difficult concepts clearly
- g. Ability to ask good questions (testing, study, case histories)
- h. Ability to provide feedback to students
- i. Ability to foster an effective learning environment including showing respect for the student, encouraging their intellectual growth and providing a role model for intellectual vigor