



INTRODUCTION TO METHOD OF INSTRUCTION



INTRODUCTION



PRINCIPLES OF GOOD INSTRUCTION

- The aim.
- Planning and preparation.
- Interest.
- Use of the right senses.
- Maximum activity.
- Simplicity.
- The human factor.
- Confirmation by stages.



INTEREST

- Realistic.
- Competition.
- Curiosity.
- Variety.
- Incentives.
- Sense of achievement.
- Class conditions.
- Class activity.
- Enthusiasm.
- Run before walk.

AIM

To explain the SOs on use of aids and question techniques for methods of instruction.

SEQUENCE

- Aids to Instructions.
- Preparing the Period.
- Lesson Plan.
- Conclusion.



AIDS TO INSTRUCTIONS



PURPOSE OF AID

- Stressing the main points.
- Adding interest to the period.
- Making it easier to understand.



TYPE OF AIDS

- Visual, Audio and Audio-Visual Aids:
 - Projectors, movie clips, films, YouTube etc.
 - Oral aids (PA systems, sound systems, etc).
 - Organise aids (Playlet, drama, sand and cloth models, demo).
 - Simple visual aids (Pictures, boards, diagrams, posters, etc).
 - Technical aids (Computers, internet, multimedia systems).
 - Pointers, Flags, Tracer rounds, Smoke, etc.



ESSENTIALS OF VISUAL AIDS

- Simple.
- Brief (stressing only essentials-clarity and relevance).
- Large enough.
- Interesting.



USE OF VOICE



Main points to consider:

- Pronounce clearly, distinctly, without being unnatural.
- Pitch.
- Emphasis on important words.
- Speak slowly.
- Speak loudly but naturally.
- Do not drop your voice.
- Have pauses.



QUESTION TECHNIQUES

- Maximum activity can be achieved by questioning.
- Reasons for asking questions:
 - To Teach (Thinker).
 - To Test (Checker).



QUESTION TECHNIQUES

- Rules for questioning:
- Put them to the class....a good pause ...then name a person.
 - Never question on skills (Make them do it).
 - Make your question clear to the point.
 - Do not test power of expression.



- Answer should be audible enough so all can hear.
- If you don't know the answer say so, "**NEVER BLUFF**".
- Avoid 50/50 questions.
- Encourage the class to ask questions.



PREPARING A PERIOD



PREPARING A PERIOD

➤ You must know:

- What is the aim?
- Do I have the necessary knowledge?
- Is it facts or skills or both?

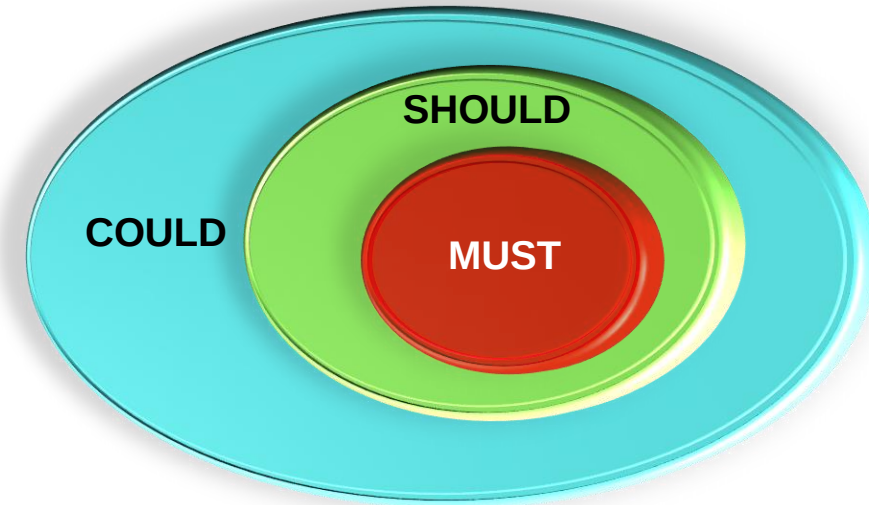


PREPARING A PERIOD

Must know - Vital points necessary to achieve the aim of the period (must be included in the period).

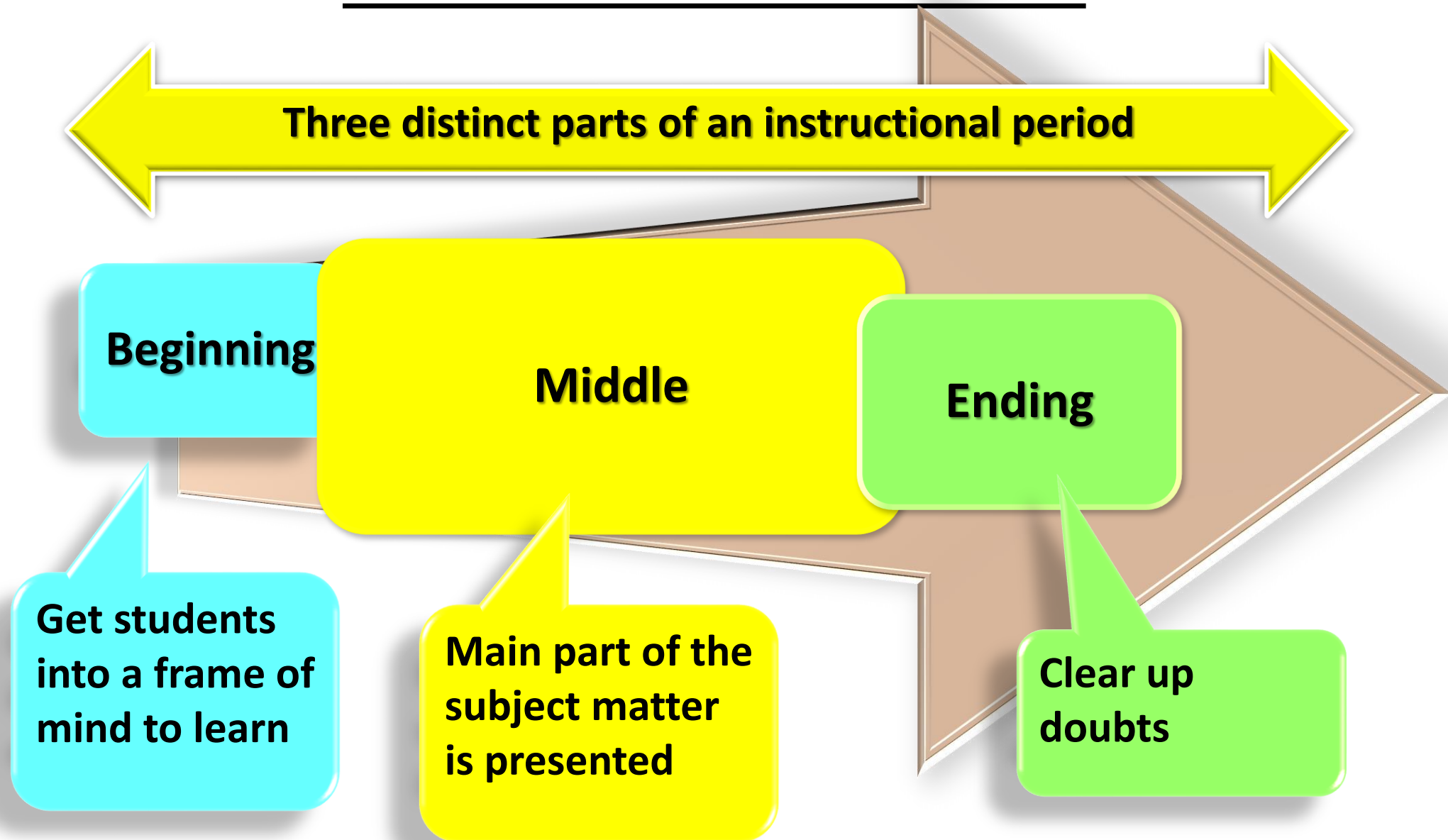
Should Know - Desirable but not essential (include according to availability of time).

Could Know - Relatively unimportant (only if you have time).





LAYOUT OF THE PERIOD





THE BEGINNING

Preliminaries

- Safety precautions, roll call, inspection of turnout, issue stores, etc.

Revision

- Sufficient link up with previous lesson, test foundation knowledge.

Approach

- Short introduction to subject interesting and to the point, include the purpose.



THE MIDDLE

- Divide the subject matter into limited stages.
- If the subject matter is of great deal, introduce all the varieties to retain the attention.
- Ensure that:
 - Questions are prepared and planned.
 - Aids are used in the most useful places.



- Introduce activities.
- Class conditions are suitable.
- Allocate approximate time for each stage.
- Keep few minutes spare at the end of this part.



AT THE END

- Time for the class to ask questions.
- Final practice, test or competition.
- A short summary of “**VITAL POINTS**”.
- Statement for the sense of achievement and arouse interest of the subject.

LESSON PLAN



WHAT IS A LESSON PLAN?

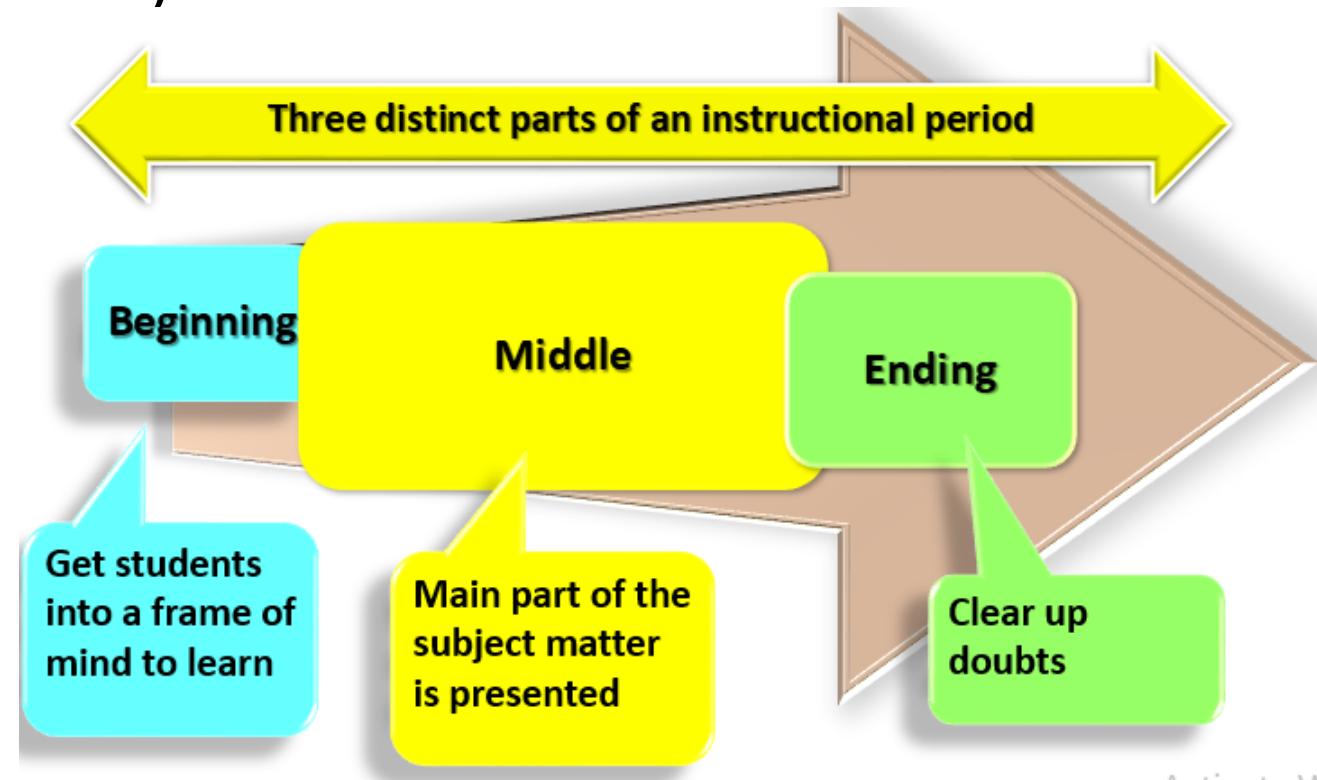
- A detailed description of a lesson.
- A general guide.
- Details incl may vary according to the nature of the instr, subj, time allotment and the need/curiosity of SOs.

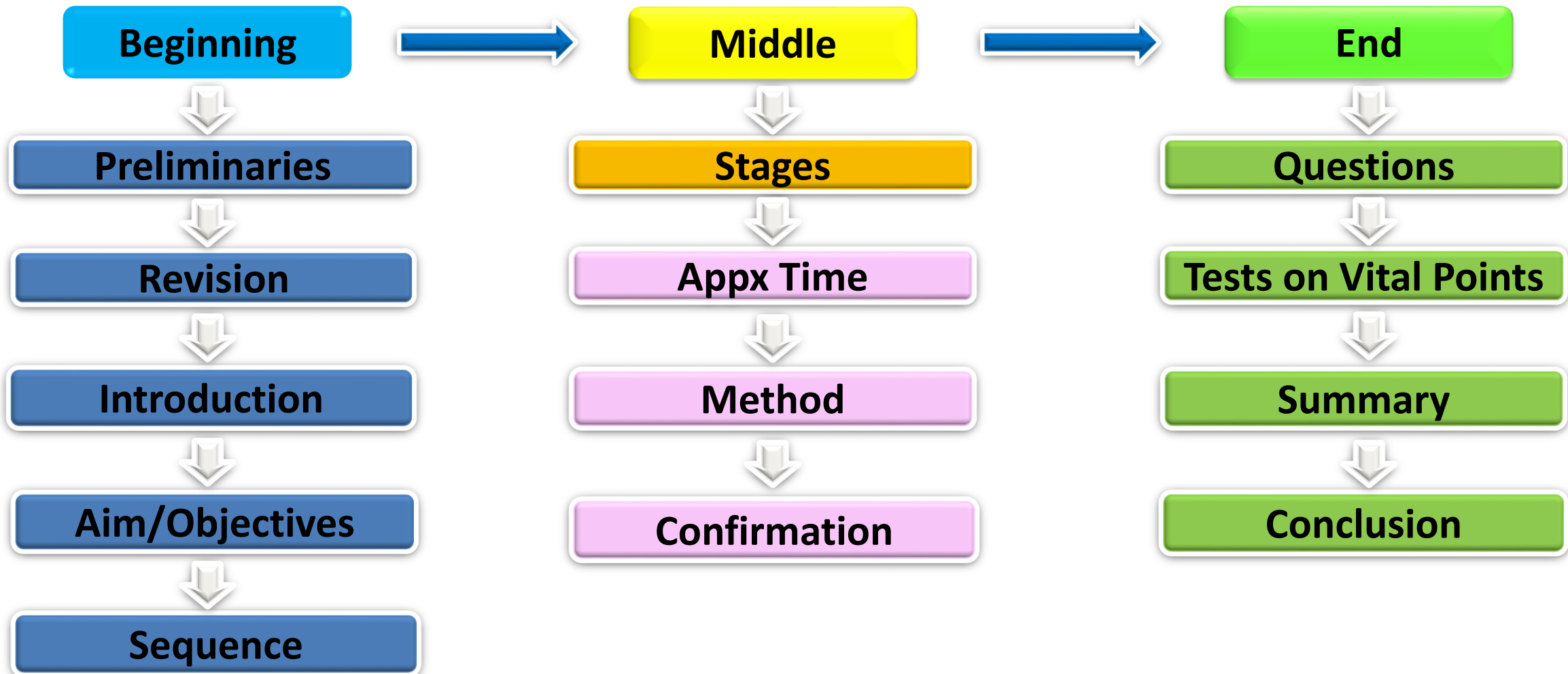




LAYOUT OF A LESSON PLAN

- The beginning.
- Stages of the lesson (middle).
- The end of lesson.







THE BEGINNING

- Preliminaries.
- Revision if required.
- Introduction.
- Aim/objectives.
- Sequence.



THE STAGES OF LESSON

- Stages.
- Approximate time.
- Method.
- Practice.
- Confirmation.



THE END OF LESSON

- Questions.
- Test on vital points.
- Summary.
- Conclusion.



LESSON PLAN

METHOD OF INSTRUCTIONS

Course - Junior Staff Course 30.
Subject - Principles of Good Instr.
Reference - Methods of Instr.
Duration - 1 Hour.
Time Now - 0800 Hours.

Teaching pts	Trg aid	Time		Remarks
		Time reqd	Running time	
(a)	(b)	(c)	(d)	(e)

(a)	(b)	(c)	(d)	(e)
<u>INTRODUCTION</u> 1. The success of any kind of instr depend on the adherence to eight principles of good instr.	PPT	5 mins	0805 hr	
<u>AIM</u> 2. To impart knowledge on the two rules and principles of good instr.	PPT	1 min	0806 hr	

31



Time
Reqd

Running
Time

TWO RULES

3. The two rules of instr are as fol:
- a. The instr must have good knowledge.
 - b. The class must have the desire to learn.

PPT

6 mins

0813 hr



THE PRINCIPLES

4. The Principles are as fol:

- a. The aim.
- b. Planning and prep.
- c. Interest.
- d. Use of senses:
 - (1) Touch.
 - (2) Sight.
 - (3) Hearing.
 - (4) Smell.
 - (5) Taste.

PPT

35 mins

0848 hr

Weapon

World map

Cassette/CD

Explosives

Food



<u>REVISION</u>				
5. Two Rules.	PPT	8 mins	0856 hr	
6. Principles.				
<u>CONCLUSION</u>	PPT	4 mins	0900 hr	

ADMINISTRATION

- Place.....
- Stores/Trg Aids Req.....
- Special Arr.....
- Dress.....

CONCLUSION



Process of learning

Principles of good instructions

Qualities of a good instructor

Aids to instructions

Using your voice

Question techniques

Preparing of a period



- A good instructions and effective teaching methodologies leads high quality education.
- They are the architects in shaping the minds.
- Expand the educational horizons leading to brighter and more informed society.

➤ What are the eight principles of good instruction?

➤ Can you elaborate essential of visual aids?

- **Simple**
- **Brief**
- **Large enough**
- **Interesting**

- **The aim**
- **Planning and preparation**
- **Interest**
- **Use of the right senses**
- **Maximum activity**
- **Simplicity**
- **The human factor**
- **Confirmation by stages**

“ There are no any bad students only bad teachers”

