

EFFECTIVE PROMOTION OF LEARNING IN CLASSROOM

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Abstract

The issue of promoting learning has caused a lot of concern for students, teachers and the society in general in Nigeria. This paper identified setbacks. They are poor knowledge of lesson objectives and presentation of such objectives, encouragement of self-development, participation approach to teaching and learning. The paper concluded by arguing that teachers can promote learning if students are allowed to fully participate in the teaching and learning endeavour.

INTRODUCTION

Learning is a practical activity to mankind and most especially for the development of science and technology. There is the continual waning of interest of learners in learning tasks these days which required that immediate positive actions be taken to save the situation. This is with the hope of giving learners some pleasurable aids to improve their participation and understanding of subject matters.

In order to achieve this goal, the paper presents some psychological foundation in learning a given task. The limited objective of this paper is to bring together three well tested and widely accepted methods of teachers at any level and to express them in a simple and direct way so that most teachers at any level can understand the message and more importantly translate the message into practical actions.

1. Teachers should let the learner know the objectives of the lesson, and be able to present such objectives in a clear sentence. Many research studies Okoye (1982) Magers (1962) have found that teachers teach better and learner learn better when the objectives of their lesson are clearly stated- to students. But it has been also shown that- teachers will achieve better when the student share knowledge of objectives with the teachers, during teaching and learning process.

In stating the objective of a lesson, attention should be given to the type of learning involved. Some learning requires acquiring information only (ie. Knowledge of facts) while other calls for acquisition of facts and skills e.g intellectual or motor skills. An example of an intellectual or skill is solving. Mathematical or verbal problem-it calls for using mental skills. An example of

motor skill is learning to dance or play volley ball. As these two forms of learning are different, so also the objectives states for them must be different.

For objectives to achieve their maximum effect they must be operationally defined and they must be comprehensively stated this means that the objectives must be stated in such a way that people knowledgeable in the field can recognize when the objective has been achieved, or when it is in operation. For our objectives to be stated comprehensively means that various aspects of the learning (both intellectual and motor activities) must be reflected in the statement stated of objectives requires the use of action verb which can be observed rather than subjective verbs which are ambiguous and matters of opinion. Thus instead of verbs like know and appreciate, use verb; like; list, and mention, point etc.

2. Teachers should present concepts according to the orders, or in a sequence. The teacher is generally regarded as the transmitter of knowledge to the student. In doing this, he or she is expected to use various methods of teaching available to him or her. The better the method (s) the better the learning outcomes of the teachers' instructional procedures. Thus teachers, instructional procedures are expected to be directed towards the students' desire to learn. In order to promote the learning, it is

necessary that lower order concept are presented before the next state of abstraction is possible. To put into effect means that before we try to communicate a new concept we have to find out its contributing concepts downwards until we get to the primary concepts or experience when may assume as the simplest facts necessary to understand the desired concept.

This principle clearly, emphasizes the crucial role of previous knowledge in understanding the giving concept.

3. Make learners partners in the learning tasks. Teachers trust not keep to themselves the goals or objectives of a lesson. The learning task should be seen as partnership. For long now, teachers tend to see teaching as their job alone and have refused to recognize that teaching and learning form the two sides of a-coin. But if you realize that however well you think you are teaching if learners do not learn, then your efforts are in vain, you will therefore appreciate the need for joint responsibility of teaching and learning, so, for teaching to be successful teachers and learners must see learning as their joint responsibility for learners to learn. There must be joint responsibility for learners to learn, there must be joint responsibility. According to Lwei's (19 61) the more the learners participate, the more they learn.

One way teachers can make students feel responsible for their learning, to



some degree, in these days of large classes, is to give groups a share of the responsibility, in practice, teachers can set up groups of between three and five students as study group. According to Berune (1960) when students work together, with some acting as tutors (Peer tutoring) there is a mutual benefit to all, with tutors gaining more. Therefore, teachers should encourage group studies in order to promote learning.

4. Encourage self-development

The teacher should as a matter of importance create learning environment that does not in any way impose his / her choice of opinions on students. They should be allowed to make free choice uninhibited. The essence is to help the child to become liked; (Combs and Snygg 1959). The idea of self-development involves the person who guide his own choices. According to Roger (1961) learning is therefore supposed to promote maximum self-development, by enhancing the individual power to choose and direct him or herself. To Tiedman (1966) learning involves self-development, tolerance and respect for others. All learning therefore, must have as its aim the formulation of aspirations and desires of the unique individual Mansor (1972). For teachers to ensure this self-development, the classroom situation must not be tense, but a place where mutual understanding prevail.

In conclusion it is expected that teachers should endeavour to create the 1- and -thou relationship as partners with mutual

respect for one another, in the classroom

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