

INTRODUCTION

Teaching is an art and a science. Teacher require two things- knowledge and process of teaching. In actual classroom, teacher required to manage the class with experience and decisions in form of maxims. For successful and effective teaching, teacher must know and use maxims of teaching.

MAXIMS OF TEACHING

1. KNOWN TO UNKNOWN

This means that the teacher should arouse interest by putting questions on the subject matter already known to the pupils. The teacher has to proceed step by step to connect the new matter to the old one.

2. EASY TO DIFFICULT

Lesson must be graded in order of difficulty to suit the pupil standards. This will help in sustaining the interest of the students. □ Logically viewed, one skill may be easy but psychologically it may be difficult. There are many things which look easy to teachers but are in fact difficult for children. The interest of the child has also to be taken into account.

3. SIMPLE TO COMPLEX

Teachers should not curb the initiative and interest of the pupils by presenting them complex problems before the simpler ones are presented.

4. CONCRETE TO ABSTRACT

Small children, learn first from things they can handle and see.

5. DEFINITE TO INDEFINITE

In teaching, definite things should be taught first because the learner can easily have faith in them. Then afterwards he should give the knowledge of indefinite things. Definite things, definite rules of grammar help the learner to have good knowledge. Gradually he can be taught about the indefinite things.

6. PARTICULAR TO GENERAL

The study of general rules should be undertaken with the help of the particular examples. Particular is more defined to the child than the general.

7. EMPIRICAL TO RATIONAL

Empirical knowledge is based only on observation or experience and for which any reasonable account cannot be given. Rational knowledge is that for which we have scientific explanation.

8. PSYCHOLOGICAL TO LOGICAL

While teaching, the teacher should first keep in mind the interest, aptitudes, capacities, development etc. of the children during selection of subject matter and then on to its logical arrangement.

9. ACTUAL TO REPRESENTATIVE

For teaching excellently, actual objects should be, shown to the children as far as possible. It gives them concrete learning which is more desirable. Representative things in the form of pictures, models etc. should be used for the grown-ups.

10. ANALYSIS TO SYNTHESIS

Analysis means breaking a problem into its convenient parts while synthesis means grouping of these separated parts into one complete whole.

11. WHOLE TO PART

In teaching, the teacher should try to acquaint the child with the whole lesson first and then the different portions of it may be analysed and studied intensively.

12. NEAR TO FAR

Every child is able to learn well in the surrounding to which he belongs. So, the child should be acquainted fully with his immediate environment.