Pedagogy- Need And Analysis

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Abstract

In this article, author tried to reflect the necessity of acquired knowledge of every teacher concerning pedagogy to perform in his/her teaching profession so effectively. Firstly author highlighted the socio- historical need of the concept of pedagogy than steps and needs of pedagogical analysis has been discussed for effective teaching learning process and evaluation which is very beneficiary for quality enhancement in teacher education institutions. Appropriate pedagogical training would benefit everyone engaged in the task of teaching. Pedagogy is the art and as well as science of teaching. It is a master-plan that includes a detailed analysis of what is to be done by a teacher.

Introduction

"I never teach my pupils. I only attempt to provide the conditions in which they can learn."

----Albert Einstein

Pedagogy in educational vernacular has gained currency as a substitute for methods of instruction or techniques of teaching (Loughran, 2006; van Manen, 1999). Based in part on the misperception that teaching is a technical activity, this instrumental understanding of pedagogy rationalizes and reduces the work of teaching to a universally applicable skill set. As a result, the scientific pursuit of pedagogy often excludes the intimate choices and interactions that ultimately constitute instruction. However, considering that teaching is a situated and reflexive activity requiring teachers' judgment in apprehending events of practice (Grimmett & MacKinnon, 1992), why curricular and instructional decisions are made are as much a part of pedagogy as the outwardly visible method or approach ultimately taken.

Returning to the etymological roots of pedagogue, one finds that the term refers not to a teacher, but a slave who cared for and accompanied a student to and from school (van Manen, 1994). From this perspective, pedagogy as the actions of pedagogues implies an inter-individual relationship, based on the concern of one for another. Moving this relational understanding of pedagogy into the realm of education, teachers stand in pedagogical relation to students. Placed in a position to lead students toward academic and personal growth, the very nature of teaching and pedagogic action is animated by continuous discernment and constant determination. In this sense, the "why" and "what" of pedagogy are fused together by the nature of the relationship between a teacher and student.

What is pedagogy?

Although pedagogy is sometimes seen as a nebulous concept, it is essentially a combination of knowledge and skills required for effective teaching. The more traditional definitions describe pedagogy as either the science/theory or art/practice of teaching that makes a difference in the intellectual and social development of students.

More specifically, new research is defining pedagogy as "a highly complex blend of theoretical understanding and practical skill" (Lovat, ACDE, 2003). This research is highlighting the vast complexity of teachers' work and specifying just what the nature of that work truly is. As Lovat further emphasises: a teacher is "a highly developed autonomous professional, with a requisite

professional knowledge base and practitioner skills which could stand alongside the equivalent in medicine, law and engineering" (ACDE).

Different research and theories may underpin different models of pedagogy but it is the contention of Freebody and Luke that within a certain range of procedures, differing teaching approaches work differentially with different communities of students; and effective teachers know that" (A Map of Possible Practices, Luke & Freebody, June, 1999).

Effective teachers "have a rich understanding of the subjects they teach and appreciate how knowledge in their subject is created, organised, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students" (NBPTS 1999, 3-4 in Lovat, ACDE).

In other words, good pedagogy requires a broad repertoire of strategies and sustained attention to what produces student learning in a specific content domain, with a given group of students and a particular teacher. Teachers need to rely on quality educational research for different pedagogical models and strategies; at the same time they have to practise the art and science of teaching themselves, refining it as they go according to their own needs and resources and particularly those of their students.

Fortunately, research has dispelled two myths about teaching: (Shulman in Lovat)

These two myths are that:

1. Good teaching follows naturally from subject mastery
2. A good teacher can teach anything at all.

Thus, accomplished teaching "emanates neither from sheer knowledge of a subject nor from sheer teaching craft…." The notions of 'authentic pedagogy' (Newmann, 1996), 'quality pedagogy' (Hammond, 1997) and 'productive pedagogies' (QSRLS 1999) have all arisen in the last few years out of the need to identify that essential blend of knowledge and skills required for effective teaching.

Socio- Historical Need Of The Concept Of Pedagogy

Over the years of the so-called western civilization, pedagogy has been developed as a correlate to education, understood as the way one perceives or establishes the educational process. Education has effectively emerged as an irreducible reality in human societies. There are no distinct boundaries between its origins and those of mankind itself. As man makes an effort to understand education and attempts to make intentional interventions in it, expert knowledge has evolved from Greek Paideia, to Roman Empire and to the Middle Ages and continues into modern times strongly connected to the term pedagogy.

In such background, pedagogy has been developed in close connection with educational practice, emerging as the theory or science of this practice and being identified in specific contexts with the very intentional way to provide education. Throughout several centuries pedagogy established a rich theoretical and scientific tradition over the educational practice which must continue to be developed in spite of, and even due to, the numberless objections it has faced in the history of human thought.

Since Ancient Greece there have been two notions to the concept of pedagogy. From the one hand, it has been thought of as strongly connected to philosophy, based on the ethical purposes that lead the educational activity. On the other hand, it carries the empirical and practical meaning which is inherent to Paideia, understood as educating children for life, which reinforced

the methodological aspect already present on the etymological sense of pedagogy as means, path: the guidance of children. Since the 17th century, both aspects tended to be unified as it is demonstrated by the effort employed by Comenius. Proceeding in the same way Bacon did for Sciences in general, Comenius tried to tackle the methodological issue of pedagogy. In this way he attempted to establish an articulated pedagogical system in which the ends in education were considered as the basis to devise its means, summarized indicates as the art to teach everything to everyone. It was with Herbart, however, that both aspects of pedagogical traditions were identified as distinct, being unified within a coherent system: the ends of education, which pedagogy should devise on ethical grounds, and the educational means, which the same pedagogy builds on psychological grounds. Thereafter, pedagogy has been consolidated as a university discipline, being established as the academic area of studies and research in education.

Within the scope of idealism, pedagogy tended to melt into philosophy, being considered as applied philosophy and thus identified with philosophy of education, in its positive aspect counterpointed to its negative aspect, as exemplarily expressed by Gentile's judgment: Pedagogy is the "source of annoyance to our teacher education school which wished to be the source of annoyance to universities and all future teachers, teaching them what cannot be taught". In fact, Gentile denies the link between ethics and psychology as made explicit by Herbart. As an adept of idealism, Gentile thinks pedagogy identifies with philosophy. Understanding education as the development of spirit itself and teaching as theory in action, according to Gentile the method is the teacher himself/herself, who cannot abide by any didactic program: methods cannot be taught. Hence, his memorable phrase, which peremptorily refuses the identification between pedagogy and the methodology of teaching or didactics.

Within the scope of positivism pedagogy was, at the outset, incorporated to the educational practice. This accords with Durkheim's understanding (1965), to whom pedagogy is a practical theory, focused on the attainment of the educational phenomenon, counterpointed to the scientific theory, which is focused on the knowledge of the educational fact, a task which is up to the sociology of education to undertake. Later on, still in the scope of positivism, there was an effort to give a scientific character to pedagogy. Rather than being granted with scientific autonomy, however, pedagogy was simply transferred from one kind of submission, that to philosophy, to another: the submission to the empirical sciences acknowledged as such and which became the model for pedagogy. Recently, nevertheless, mainly since the late 70's of the 20th century, pedagogy has gone down the path of scientific autonomy which is no longer susceptible to further objections, as it is admitted by Schmied- Kowarzik, Frabboni and Genovesi. According to Schmied-Kowarzik (1983), "within the practical sciences, pedagogy is, precisely, one of the richest in tradition". Franco Frabboni has attempted to articulate education and pedagogy in the context of what are called new paradigms which have gained great circulation since the 1990's of the 20th century. In this context he acknowledges, without restrictions, the scientific statute of pedagogy as it can be seen on his book Manuale di pedagogia generale, written with Franca Pinto Minerva (1994). Giovanni Genovesi, in turn, states very clearly:

Pedagogy is an autonomous science because it has its own language and is aware of how to use it according to its own method and its own ends and, by this language, pedagogy generates a body of knowledge, a series of experiments and techniques without which any construction of education models would be impossible. 1999, p. 79-80.

Components and Operations Involved in the task of Pedagogical Analysis

Looking in the way, by the term pedagogical Analysis of any subject content we certainly aim to carry out the task of the analyzing the prescribed course material or a particular unit/sub-

unit/topic/single concept of the subject being taught to a particular class by systematically executing the following four operations in a close interactive style. A. Content analysis of the unit/topic/single concept being taught by the teacher in the subject. B. Setting of the teaching or instructional objectives of the content material of the topic in hand by writing them in specific behavioural terms. C. Suggesting methods, techniques, teaching learning activities, aids and equipments helpful for the teaching learning of the topic in hand quite in tune with the realization of the set instructional objectives. D. Suggesting appropriate evaluation devices in the form of oral, written or practical activities and test questions etc for evaluating the outcomes of the teaching learning process carried in relation to the teaching of the topic in hand.

Steps of Pedagogical analysis

Step-1 : Divided the contents of the selected unit into suitable sub-units and arrange the selected sub-units in to a number of required periods.
Step-2 : Briefly write the essence of the content of the selected sub-unit.
Step-3 : Write appropriate previous knowledge required for the sub-unit.
Step-4 : Write appropriate instructional objectives to be selected for the sub-unit.
Step-5 : Select appropriate teaching strategies for the sub-unit according to the following instructions:
I. Write the name of the methods applied.
II. Mention the teaching aids required.
III. Briefly illustrate the necessary demonstration and/or experimentation required.
IV. Mention the necessary board work required.
V. Write probing questions related to the sub-unit and provide appropriate answers for them. VI. Prepare a work sheet for the sub unit.
Step-6 : Give suitable examples/illustration/analogies for the sub-unit.
Step-7 : Prepare a table of specification for the sub-unit. Write at least six criterion referenced test-items each with specific criteria for the sub-unit.

Needs of Pedagogical Analysis

Pedagogy i.e. the science of teaching is a master plan that includes a details of what is to be done by a teacher, the instructional strategies, instructional equipments and the cardinal objectives of instruction. Depending on what can actually learn and what are the expectation sets for learners of a particular stage of development, specific instructional objectives are determined and appropriate set of activities provided. The teacher decides instructional objectives, equipments and strategies with every aspect of learning conditions to be created. Favourable conditions for positive learning cell for knowledge of various factors operating in different conditions. Pedagogical analysis is appropriate objectives and strategies in various instructional situations and assess the levels the level of actual learning at the end. A comprehensive vision of required tasks, strategies for realization of specific goals facilitates effective teaching. So, pedagogical analysis offers enormous potential for improving the delivery of information in all form of education. It involves various logical steps to arrive at logical inference. It also helps the students to understand concepts, principles or phenomena. Again, the learning environment created accordingly, enables to- 1. Relate individual fragment of knowledge to real experience in life and work. 2. Develop skills and relate facts as a part of a larger organized completely.Realization of specific goals, facilitated by a detailed planning result in effective teaching.

Conclusion

Effective teaching necessitates making difficult and principled choices, exercising careful judgment, and honoring the complex nature of the educational mission. In addition to the technical knowledge and skills teachers have to use in their daily practice, they must also be aware of the ethical dimensions of their profession. In this light, the primary mission is to foster the development of skills, dispositions, and understanding, while acknowledging thoughtfully and responsibly a wide range of human needs and conditions. Thus, teachers must master a repertoire of instructional methods and strategies, yet remain critical and reflective about their practice.

Effective teaching through pedagogy display skills at creating curricula designed to build on students' present knowledge and understanding and move them to more sophisticated and in-depth abilities, knowledge, concepts, and performances. In addition, pedagogy helps to make arrange of instructional strategies and resources to match the variety of student skills and to provide each student several ways of exploring important ideas, skills, and concepts. Pedagogy makes a teacher: how to work as facilitators, coaches, models, evaluators, managers, and advocates. Moreover, teachers know how to utilize various forms of play, different strategies for grouping learners, and different types of media and materials.

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