International Journal of Humanities and Social Science Invention (IJHSSI)
ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714
www.ijhssi.org ||Volume 7 Issue 02||February. 2018 || PP.87-92

Essential Teaching Strategies for an Effectiveness of Lesson Planning in Teaching Learning Process

Dr. Amandeep Kaur Dhaliwal
Assistant Professor
RSD College Firozpur

Abstract: *This article focuses on educational strategy as a generalized lesson plan that includes organization, teaching objectives and an overview of the planned tactics needed to implement the strategies. This definition of pedagogical strategy is the subject of this article. The teaching and learning process is not complete without having previously planned the lesson. When a teacher comes to class well prepared, the learning experience they provide their students is much more likely to be successful. It takes a significant investment of time and effort to create engaging educational content. All members of the teaching profession must recognize that they are not an island in their own right. The educational philosophy of the district as a whole, as well as the distinctive character of each of its individual schools, must act as the driving force behind what happens in the classrooms. The school's disciplinary code, which must be fair, responsible and meaningful, must be reflected in the efforts each teacher makes to manage his or her class.*
Keywords - *pedagogical strategy, teaching, education.*

I. Introduction:

Teaching as a profession is officially the job of exceptionally gifted and educated people who work in the field of education. These people are responsible for all pedagogical principles and practices and for the mission of ensuring the comprehensive development of students at all educational levels. The teaching process is somewhat complicated, but its basic components are: objectives, materials, methodology, evaluation assessment and reporting, character of the teacher and caliber of the student being taught.

Education is the foundation of a nation's health and prosperity and therefore the quality of its teachers is one of the most important factors in determining whether or not an educational system is successful (Ayua, 2012). The educator is seen as the engine of educational progress and as the axis of the success or failure of any educational effort. According to Nwagwu cited in Ayua (2009), the teacher is the most important component of the educational system. Without an effective teacher it would be extremely difficult, if not impossible, to achieve the goals that the school has set for itself, even if all other aspects of the educational system were perfect. For this reason, it is impossible for any training to exceed the caliber of its instructors (Akinwumi, 2007). Knowing what is going to be taught, how it is going to be taught, when it is going to be taught, to whom it is going to be taught, why it is going to be taught and also where it is going to be taught, is essential for a teacher to be truly effective in teaching inclassroom.

It breaks my heart to think that many people who become teachers believe that the only requirement for success in the profession is a solid understanding of the subject being taught, whether or not they have formal training in the field. The teaching involves more than just understanding the material being taught. It's not just about standing in front of a class and reciting notes, discussing specific ideas, demonstrating specific principles, conducting experiments or passing information to students.

Teaching is more than just doing: he constantly cares about people, the growth of their minds and the potential they have. People differ from each other in various ways, including intelligence, attitude, interest, motivation, needs and temperament. Therefore, something that would pique Torkwases' interest may not pique Ochanya's interest. This is the story behind the complex structure of the teaching profession. Therefore, the first step to effective teaching is to recognize and appreciate that each student is an individual with their own experiences and perspectives.

- The features to design a perfect lesson plan.
- The teaching strategies to be used made this lesson plan effective.
- The five essential teaching strategies for an effective lesson plan.

These Functions Can Be Used at Any Level.

1. Teaching strategies have a goal: The lesson objectives are simply necessary to know why the lesson should be taught, but it is important for students to know why they need to learn what is being taught. The lesson plan, as per requirement of students, need to know and what they will take away from the lesson plan.

They understand this and therefore need to communicate the purpose to students so they know why they need to learn what they are being taught. If possible, try to give examples of real words.

2. Model of teaching expectations: Make sure have taught and modeled expectations for the session before begin, then begin the lesson. For example, if teaching is a science experiment, the first thing should do is show students how to correctly use the different components of the experiment. It will also discuss with them the possible results that could occur if they do not handle the items correctly.

3. Actively engage students: The students acquire knowledge not only by listening, but also by doing. Invite students to participate in activities that require them to use their hands to increase their engagement with the material. To improve the effectiveness of course by implementing collaborative learning strategies or using technologies such as an iPad or whiteboard.It will be finded that keeping it in mind and hands active throughout the course will help achieve goal for the lesson.

4. Be mobile:It is need to be mobile and move around the classroom as students apply the skills taught them to ensure that all students are aligned with what is expected of them. Take this opportunity to answer any questions that may have been asked, gently remind students that they may have gotten off task and look around the class to make sure everything is going according to plan. As go through class, consider asking students questions that require critical thinking to improve their ability to understand the material. Make sure reach goal by asking how and why certain things happen.

5. Praise positive behavior and hard work: Praise a student when notice that they pay attention in class, work hard and do what is asked of them to help achieve goal. Make sure all the children see doing this so they understand why are excited and in return they will work positively to accomplish the goal set for the session.

Take some time to reflect on which aspects of teaching have been successful and which have been less successful once have achieved teaching goal. Try to identify recurring patterns that may have found or think about what was missing in a particular area. When have gained this understanding of self-reflection, it will be able to use the information have gained and gain something meaningful from it. Discuss what find with colleagues or visit an online educational blog to discuss it with others and get their feedback. When it comes to improving skills as an instructor, will find that engaging in self-reflection is very beneficial. This level of understanding will only help make teaching methods more effective.

Expression as Method of Teaching:A concept, fact or problem can be explained in a concrete way through the use of the didactic strategy known as demonstration. The use of live samples, models, objects, diagrams, slides, photos and/or equipment are some examples of things that may be necessary for this type of teaching.

Discovery as Method of Teaching: This approach requires the use of classroom tactics that set the stage for environments conducive to discovery. Instead of the teacher explaining things to the student, the student has the freedom and resources to figure things out on their own. The discovery technique uses regulated methods that ultimately lead to the desired results.

Games as Method of Teaching: The participation of students in the teaching and learning process can also be achieved through the use of simulations of economic, historical, political and social problems and difficulties found in realistic games. Core concepts of the game medium include realism, accurate simulation, decision making and generating generalizations. Participation in games requires decision making, which is an essential skill given the nature of the material covered in the social disciplines. A game, on the other hand, should be an integral part of the discussion; it cannot serve as an end in itself. It is not just an exciting journey for fun, or a game, or a substitute for thought.

Detection asMethod of Teaching: Method by which a student, alone or in collaboration with others, attempts to solve problems and develop concepts and skills by observing, formulating problems, formulating hypotheses, testing hypotheses and drawing or generalizing conclusions.

Conference as Method of Teaching: The term "conference technology" means the clarification or explanation of a broad concept. It is a type of exhibition that relies heavily on narrative and descriptive elements throughout its construction. When the same material is taught to a large number of students at the same time, the lesson is often considered the most effective and efficient method. Students are responsible for listening, while the teacher is responsible for speaking or saying in this approach.

The following "learning to learn" skills should be in toolbox if want to be ready to benefit from formal education:

The ability to stay focused on the task at hand while actively avoiding distractions that are not relevant to the topic at hand; “Active” and “reconstructive” listening skills, in which the ideas expressed by the speaker are carefully deciphered by associating, linking, accepting, rejecting, analyzing, speculating and linking them to previously learned topics; Write most important thoughts and facts in the form of notes for example, abbreviated phrases, phrases and keywords; summarize information into equivalent and similar sentences so that it can be stored in a way that allows multiple queries; In the course of teaching, lecture notes are systematically and periodically modified, integrated, revised and synthesized to strengthen, reorganize and recategorize the content in the larger context. (Newton, 1983, p. 20)

Interim as Method of Teaching: The interaction between the students and the teacher is necessary for the didactic form of performance. It is a strategy that requires the preparation of all those involved. Using this tactic, the educator has the opportunity to ask questions that actively engage students in the interpretation, critique, integration, and application of previously learned material. Students are encouraged to think critically, creatively, reflectively and analytically through the use of acting as it is seen as a tool to achieve this.

Play as Method of Teaching: Students are placed in a position where they must understand and defend an opposing point of view in order to benefit from this tactic. Meaningful social settings can be created for students to increase their understanding and values by combining role-play with other teaching strategies such as problem stories, problem visualizations, and dramatization.

Simulation as Method of Teaching: When you run a simulation, you try to replicate real world conditions as closely as possible. Students have the opportunity to participate in activities within the schoolyard that are consistent with those they will be exposed to in the outside world at some point in the future. It is particularly useful in the classroom when training students in vocational subjects and social studies.

Social theater as Method of Teaching: Sociodrama is a form of role-playing that addresses widespread problems in society. The narrative of sociodrama is the only aspect planned in advance. The actors have a very creative experience with the circumstances they play, in the sense that they invent the plot over time. This allows them to better cope with the situation. Students can apply their prior knowledge and specialized knowledge to the current situation.

Higher thinking: The term "higher-order thinking" has been defined differently by educators, psychologists, and researchers; However, most of these definitions are based on Bloom's taxonomy, a structure by now well known to most educators.Higher-level thinking can be defined as thinking that requires more than just a simple understanding of material or recall of information by students. Using this taxonomy as a guide, we can arrive at this definition.Students must apply, analyze, synthesize, or evaluate the material to engage in higher-level thinking.Higher-order thinking can be defined as the ability of students to apply what they have learned to solve problems and cope with situations they encounter in the real world.

Category one:

Remember the knowledge

"The student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.Concepts-Memory, Knowledge, Repetition, Description"

Question examples

"What does the book say about...?"

"Define…"

"List of the three...?" "

"Who invented ...?"

Examples of comprehension questions

"What can you close...?" "

"Explain it in your own words..."

"What does the image mean...?"

"What reasons or evidence...?" "

Category three

Resolution of the question

"The student selects, transfers, and applies data and principles to solve problem-solving tasks with minimal classroom effort".

Concept solution, application, convergence.

Application Question Examples

"If you know A and B, how could you determine C...?"

"What other possible reasons...?" "

"What could they do with...?" "

"What do you think would happen if...?" "

Category four

Analysis

"A student is able to distinguish, classify, and relate the assumptions, hypotheses, evidence, and conclusions of a statement or question while remaining aware of the mental processes being used".

"Conceptual logic, induction and deduction, formal thought"

Examples of analysis questions

"What was the author's purpose, bias or bases? "

"What do you need to know to make it true?"

"Follow?"

"What are facts and what are opinions? "

Category five
Synthesis creation
"The student creates, integrates, and combines ideas into a new product, plan, or proposal. Divergence of concepts, productive thinking, novelty".
Examples of summary questions
"If no one else knew, how could you know?"
"Can you think of a new way?"
"To reconcile…"
"What would you do if ...?"

Category six

Judge: The student provides an evaluation, analysis, or critique based on a predetermined set of criteria and standards this does not include an opinion unless the standards are explicit. Concept evaluation, selection
Examples of evaluation questions
"What policies will bring the greatest good to the greatest number? "
"Why would you rather...?" "
"Which of the books do you consider the most valuable?" "
"Please rate this idea in terms of cost and community acceptance."

Bloom's taxonomic activity
1. Using an updated road map, calculate the shortest distance in miles from Delhi to Firozpur.
2. Your classmates are given a graph showing the population growth in the state of Punjab over the past 30 years. You are responsible for explaining the data presented in the graph to them.
3. Show your congressman where you stand on the issue of national health insurance by writing him a letter.
4. "In a test consisting of the names of ten modern nations", you will be asked to write the names of the rulers currently serving in those nations. You have to answer eight out of ten questions correctly.
5. To illustrate your understanding of dominant and recessive genes, predict the eye color of the offspring of many different combinations of lineages consisting of brown-eyed and blue-eyed individuals.
6. In your own words, repeat some of the scriptures you have read.
7. After reading the news account of a recent speech by a prominent politician, it is necessary to explain "which statements are based on fact and which are based on the opinion of the politician".
8. After researching a number of competing solutions to the "country energy crisis, choose the one you think is the most effective way to solve the problem at hand and explain the reasons for your choice".
9. If you see some commercials on TV, check whether or not you think they comply with the Truth in Advertising Policy.
10. "Define the words cognitive, affective and psychomotor".
11. Read an O'Henry story and rate on (1) Mood, (2) Vocabulary (3) Readership.

Affective Area (Sense)
The general characteristics are the following:
Receive - listen
"Value - internalize and use the information Organization - integrate the information into one's way of life with other things" Respond - respond - confirm that you have received the information Value - internalize and use the information.
Definition of value: making information an integral part of one's life.

Harrow Psychomotor Area: The taxonomy developed by Anita Harrow "for the psychomotor domain is structured according to the degree of coordination", which takes into account both involuntary reflexes and learned skills. At the other end of the taxonomic spectrum, intricate neuromuscular coordination comes first. Simple reflexes are at the bottom of the hierarchy (Seels& Glasgow, 1990).
Main features:

- "Movement: reflex, grab, jump at a loud noise"
- Basic Move - Raise your arm on command
- Perceptual skills - Walking on a balance beam
- Physical skills: jump over obstacles
- Skillful movement: pouring liquid from one container to another
- Non-discursive communication: proceeds consistently from one topic to another

The 4 most important consecutive phases of child development according to Piaget.

1. Sensorimotor phase "(0-2 years): during this phase the behavior is mainly motor. The child is not yet thinking conceptually, but cognitive development can be observed".
2. Preoperative phases (2-7): This phase is characterized by language development and rapid conceptual development.
3. Phase of concrete operations (7-11 years): in this phase the child develops the ability to apply logical thinking to concrete problems.
4.Stage of formal operations (11-15 years): during this period the child's cognitive structures reach the highest level of development and he becomes capable of applying logic to all kinds of problems.
Implications of Piagezione's Theory: For educational purposes, children who are slow moving or who are culturally disadvantaged need tangible experiences.Children have different perceptions and tend to have different levels of development within the same class.The ability to change one's ideas is essential.Piaget online, J. (1952). The concept of the number of children. New York: Humanist Print.
Robert Gagné's behavioral learning model (hierarchical learning): Every aspect of learning proceeds in stages that logically range from easy to difficult. Start with the most inspiring talent, then come back to find all the essential skills you need, and finally the knowledge you need to build the show. "This is the process approach to the study of science, and it is also the approach mathematics uses to move from basic skills to more complex applications. Example: to get to level 8 you must first complete level 7, and to get to level 7 you must first complete level 6, and so on".Ganges Online, R. (1977). learning conditions. 3rd edition New York: Holt, Rinehart and Winston.
Learning conditions (R. Gagné): According to "this point of view, there are many different approaches or stages of the educational process The importance of these classifications is that different types require different types of education. According to Gagné, there are five main types of knowledge that can be acquired: verbal information, intellectual skills, cognitive strategies, physical skills, and attitudes". Each form of learning requires a unique set of internal and external factors to be successful. For example, to acquire cognitive methods, the student must have the opportunity to practice finding new solutions to problems. In order for the student to learn attitudes, they must be presented with a credible model or persuasive arguments.
Jerome Bruner's Discovery Learning Model: According to this view, there are a multitude of different approaches or stages in the educational process. The importance "of these classifications is that different types require different types of education. According to Gagné, there are five main types of knowledge that can be acquired: verbal information, intellectual skills, cognitive strategies, physical skills, and attitudes". Each form of learning requires a unique set of internal and external factors to be successful. For example, to acquire cognitive methods, the student must have the opportunity to practice finding new solutions to problems. In order for the student to learn attitudes, they must be presented with a credible model or persuasive arguments.
Constructivist theory (J. Bruner): Bruner's theoretical framework focuses heavily on the idea that learning is an active process in which students develop new ideas or concepts based on their prior and existing knowledge. This idea is a central tenet of the framework. The student uses a cognitive structure to select and modify information to formulate hypotheses and make judgments. Cognitive structures, such as mental patterns and models, give meaning and organization to an individual's experiences and allow them to "go beyond the information presented."
Criterion-referenced instruction (R. Mager): The criteria-based instruction (CRI) framework is a comprehensive set of approaches to designing and delivering training programs. It was developed by Robert Mager. Key features include the following:

1. Goal/task analysis: to identify what needs to be learned;
2. The creation of learning modules directly linked to specific objectives.
3. Performance objectives: specify the results to be achieved and their evaluation (criteria);
4. Criterion-referenced tests: assessment of learning in relation to the knowledge and skills specified in the objectives;

Learning model or theoretical task: Choose an experiment or learning model and share it with the group. Indicate the source of the information. Prepare "to lead the class in a discussion of your hypothesis or model and focus on how it would work in a science classroom".

- Possible Models
- Constructivism
- Group Work
- Multiple Intelligence
- Cognitivists \Behaviorists
- Discovering Learning
- Problem Related
- Project Related

- Thematic
- Interdisciplinary\ Synoptic
- Concept Related

Evaluation criteria
Details 5 points
Cite information 5 points
Science class question 10 points
Lead a class discussion 10 points
Total possible score 30 points

II. Conclusion:

The lesson plan does not have to be an encyclopedic document describing every possible event that can occur in the classroom to be effective. In addition, it is not necessary to predict the answers or questions of each student. Instead, it should give an overview of teaching Objectives,Goals and Aims, learning Objectives, Goals and Aims and ways to achieve them. It serves as a reminder of the things want to do and how want to do them. A lesson doesn't have to be successful if everything goes according to plan; rather, a successful class is one in which teachers and students learn from each other. After examining the ins and outs of teaching, discovering the importance of planning lessons, applying proper strategies and avoiding things that it should avoid in order to achieve educational goals for the holistic development of students, it is evident that the teacher fails in planning education. simply designed to mislead students, employers, parents and society in general.

References

[1]. Ada, N.A. (2016). planning instruction. In NA Ada (eds), Curriculum and Teaching: An Introduction to General Teaching Methods and Principles (P 101-107). Makurdi: Aboki Publishers.
[2]. Oyetunde, TO (2012), Implementing Curriculum at the Classroom Level, in TO Oyetunde and C. Piwuna (ed.), Curriculum and Instruction: Ideas and Strategies for Effective Teaching (PP 26-45). Jos: LECAP expenses.
[3]. Gyuse, EY &Nande, (2016): Lesson Plan Format for Students in Classroom Practice. Unpublished Manuscripts, Benue State University, Makurdi.
[4]. Ukeje, BO (2012, September). teachers and lessons. A lecture given at a two-day teacher orientation seminar at Nasarawa State University, Keffi.
[5]. Adekoya, YM, and Olatoye RA (2011). Effect of demonstration strategies, peer tutoring, and lessons on high school students' performance in one aspect of agricultural science. *The Pacific Journal of Science and Technology* , 12, 320-332.