

**TEACHERS AND TEACHING METHODS: THE EFFECTS ON LEARNING FOR SUSTAINABLE DEVELOPMENT**

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**ABSTRACT**

*This Paper examines the challenges teachers face in the selection and use of teaching methods, and the effects of these teaching methods on learning for sustainable development. Six (6) widely used teaching methods were explained. They include: Lecture/telling method, Discussion method, demonstration method, Assignment method, play way method and finally Question and answer method. The effects of the above mentioned methods on learning both positive and negative were also explained. The writers explained how the effects of teaching methods on learning could lead to sustainable development. Finally, conclusion was drawn by the writers and recommendations were made based on the discussion made.*

**INTRODUCTION**

How should we educate our children? What method should we use? These are some of the questions which have been dealt with by several scholars, since Plato's time (NCE/DLS BOOK, 1990).

Lar (1997:152) says:

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*For effective teaching to take place the skillful teacher needs to use the many different methods and techniques at his command. Even though there is a great diversity in teaching methods and techniques, there is no one of them that can be regarded as the best for every teaching situation.*

This paper examines the challenges teachers face in the selection and use of teaching methods and the effects of these pedagogical approaches on learning for sustainable development. The main key words in the title of the paper will be defined, that is the words, teaching, teaching methods learning and sustainable development.

The term teaching is defined as an occupation, an enterprise and an act of explaining reading and writing (NCEDLS Book, 1990: 65). Colliers Dictionary (1986) defined teaching as an act, work or the occupation of teachers. Encyclopedia of education (1971) defined method as a term which described instruction in which much of the teachers and students behaviour is guided by a set of prescription or tradition containing educational techniques and practice. From the two terms "teaching" and "methods", teaching method is defined as an act of teaching guided by a set of prescribed principles and teaching techniques. Gagne, in curzon (1976:7) defined learning as a relatively permanent change in behavioral potentiality which occurs as a result of continuous and reinforced practice.

The Encyclopedia of Education (1971:64) maintains that the competencies required of the teacher in achieving pedagogic goals necessitate the use of a wide variety of teaching methods, knowledge of their application and limitations and the ability to evaluate their results in each situation.

Effective and successful use of teaching methods results to improved learning outcomes and vice versa. Verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills are all affected positively or negatively as a result of using teaching methods by teachers to sustain development in the country.

### **Teaching Methods**

Each child is a unique being of his heredity and environment, so as a result teaching methods should be used by teachers to allow for individual differences. Quist (2000)

stated that before you choose a particular teaching method, you should think about the knowledge and skills of your pupils, their ability and experience.

Some of the fundamental teaching methods will be discussed. Six (6) teaching methods will be explained.

### **Lecture/Telling method**

Lecture method is an organized verbal presentation of a subject matter where the presenter dominates the exercise for a long period with or without the student's involvement. The teacher prepares and organizes the facts, while the students are made to listen. It is discouraged at primary and secondary schools, but allowed at tertiary institutions. Curzon (1976) pointed out that a lecture involves a continuous formal exposition for, or discourse on, some topics.

### **Discussion Method**

Problems and issues are raised, and students are guided by their teacher to respond using their diverse and different opinions. Ideas are initiated; there is exchange of opinions accompanied by a search for its factual basis, speech is free and responsible. It involves raising issues on both sides and seeking solutions base on the participant's analysis and synthesis.

### **Demonstration method.**

This method is employed at all level of education. New skills and ideas are normally brought forward by teachers which lead to understanding and knowing the appropriate ways of doing things.

Lar (1997:39) Considers that:

*Demonstration method resembles lecture methods in the sense that, the teacher is the doer and the students are passive observers. It can be presented to a large audience, and a great number of points can be covered within a short time. It is particularly useful in the teaching of physical thing, rather than in the teaching of abstract ideas.*

### **Assignment method**

This method should always be made definite, clear and interesting. The teachers usually split up topics or subjects into units and give it out to the learners as an assignment, which could either be submitted in written or other wise. This method is being used at higher primary, secondary and higher schools.

### **Play way method**

Mills (1967) said that a little play-acting has a great appeal, and the short play let of a few minutes designed to instruct large class, is a refreshing relict from the lecture, and a valuable part of the instructors stock in trade.

Lar (1997:40) opines that:

*Role playing involves the acting out of structured situations, the purpose of which is to provide opportunity for students to be problem solvers. It would appear that role playing requires class presentation, or what is sometimes called a warm-up period, to ensure the achievement of the educational achievement.*

### **Question and answer method.**

From childhood, man asks questions for various reasons prominent among which is to find out or learn new experiences in teaching, questions are important tools the learners and teachers use to learn or teach (NCE/DLS Book, 1990:134).

### **The Effects of Teaching Methods on Learning for Sustainable Development**

From ancient times, methods of teaching and learning have been taken as components, which make up the process of education. The` process of learning in students/pupils involved input, perception, covert activities, permanent change of behaviour through repetition and finally comes association. The methods of teaching explained earlier will now be taken one by one in order to explain.

- Lecture method develops the habit of listening at the same time writing in students. Facts, information's and knowledge's are being searched and compiled by teachers and be given to students, as a result, students are saved of the effort of searching for information. It awakes critical attitude and

provide aesthetic pleasure to students. Students are led into subjects which on their own, they can not enter. Slow and average learners can not respond to the concentrated medium of the lecture, because it is wasteful and destructive to the morale. Unless, it is delivered slowly, with frequent emphasis and with simplest of vocabulary usage (John, 1986) students do not normally participate

Ideas are classified, interests inspired and progress evaluated by using discussion method against the learner. Students are motivated to develop independent learning skills and learn on their own. Ideas are initiated by the teacher and the students use the avenue to exchange opinion backed by the search for their factual bases. Discussion method enable learners to raise issues of their own and to seek solutions based on study, examination and group analysis under teachers guide (John, 1986).

John (1986) stated that where the students are not very experienced or knowledgeable it can turn out to be a pooling of ignorance because the participants concerned will be talking on the basis of the extent of their experience. NCE/DLS Book (1990:74) that Brighter and vocal students may find it as avenue to show up and also the weak or shy students will find it uneasy to argue convincing facts.

Demonstration method enables learners to maintain and develop their interest, new skills and abilities in doing new things in life. Students are encouraged to show their understanding of the concepts taught and apply the knowledge in the appropriate place. This method develops an appeal to the sense of vision, understanding, acceptance of new ideas, and enabling the pupils to see immediate progress of their effort (John, 1986:158). John (1986) pointed out that interest is lost when students are compelled to interrupt the demonstration at critical points to search for information or for working materials.

In assignment method learners are being helped to prepare themselves well for evaluation, assimilation of facts and in the organization of knowledge in their cognitive structure. John (1986) stated that it allows pupil to practice, analyze, compound, classify or illustrate what has been learned. It helps meet needs, interests and capabilities of the learner. It develops reading, writing abilities and research in the learner. If the assignment is not designed or well constructed, it sometimes frustrates the pupils and kills the motivation pattern of the learner.

Play way method helps learners to develop their attitudes, values and intellectual skills (Lar, 1997). This method arouses interest, it teaches visually and orally, and is useful in giving a background idea in teaching, which is to

be acquired by imitating the experienced men (mills, 1967). Play way method enable children to be happy, to reduce stress, and it allows for discovery, physical, social, emotional, language and cognitive development. The adage, "All play no work makes jack a dull boy, "showed how too much play always lead to poor performance in school activities.

- Question and answer method challenges the pupils to think and question wisely, using selected words and phrases, and can significantly contribute towards improving the learning potentialities of learners. John (1986:165) reflects that this method encourages thoughtful responses and discovery by students. It helps pupils to think constructively, it motivates students by demonstrating the interest and enthusiasm, and it stimulate critical thinking and strengthen learning.

Education which emphasizes the preparation in occupation of social value is designed to develop skills, ability, better understanding, attitude, work habit and, appreciate knowledge needed by workers to enter and make progress in employment which is useful and productive (Ogbonna, Datol, Longdel and Dangpe, 2000).

The adequate use of teaching methods greatly help in developing constructive and critical thinking, tolerance, self confidence, sense of responsibility, initiative ideas, better understanding and strengthening of learning in students. Furthermore, it enables students to discover facts, information, new values, truths, new concepts, and promote understanding, flexible investigation and creative response to solving problems.

The use of teaching methods wisely by the teachers help in improving learning which consequently lead to sustainable development. The development could cover areas like child development, cultural heritage, technological progress, economic development and industrialization.

Creativity, constructive and critical thinking developed in learners lead to innovation in education and the production of agriculture which depends on knowledge and skill of learners who till the soil, harvest, market and process the crops. Education is regarded as a tool for the development of human and material resources, such as the production of doctors and health officials which have knowledge of the peoples nutrition, sanitation and the control of diseases.

Ogbonna, *et al*, (2000:121) opines that education is also perceived as a catalyst for the achievement of socio-economic, political, scientific and technological development in most developing nations.

Effective teaching promote learning and delivery of knowledge that helps to produce skilled workers in the area of science and technology, qualified and productive teachers, technical knowledge and skills necessary for agriculture, industrial, commercial and economic development. Good and effective teaching/learning also helps to give training and impart the necessary skills leading to the production of the increasing complexity of knowledge in education, science and technology, produce professionals in engineering and medicine, and to produce students that will bring about accelerated development which is social, economic scientific and technological

### **Conclusion**

The knowledge of subject alone is not enough to bring teaching and learning at the same level, one cannot pass judgment that someone is a teacher by merely having the knowledge of the subject matter. There is the need for every teacher to prepare himself in subject matter and methods.

Teachers must use variety of methods that will help students to understand their personal characteristics, abilities, interest, values, aptitudes and personality. Such methods will also help teachers to better understand their pupils, and make teachers understand the strength, limitations, needs and problems of their students. Also they help an individual to develop his potentialities, meet his needs and resolve his personal problems.

### **Recommendation**

In view of the relationship between teaching and learning, selection and use of teaching methods should be appropriately done to impact positively on learning process.

The following suggestions could help improve teaching and learning process.

- i. Teachers should use teaching methods that would evoke and maintain learners' interest.

- ii. The teaching methods used by teachers must take into cognizance the age, ability and aptitude of the pupils.
- iii. The senses, especially sight, hearing and touch must be carried along and utilized by any teaching methods used by teacher.
- iv. The teaching methods used must present a problems and challenges to the students and to develop in the learner, constructive and critical thinking, self-confidence, better ideas, initiative ideas and skills.
- v. The subject matters taught in schools should contain skills and knowledge that could lead to economic, social, political, cultural, scientific and technological development.
- vi. Students should be encouraged to use their potentialities to develop agricultural sector, health sector and economic sector of the country to sustain forward development.

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