

Maxims of teaching

What is Maxims of teaching ?

- Maxims are short statement like a dictum
- It is a general rule of conduct
- Maxims of teaching means general rule of teaching
- Maxims are guidelines which help the teacher to act accordingly during the teaching process.

Maxims of teaching

- From Known to Unknown
- From Simple to Complex
- From Concrete to Abstract
- From Particular to General
- From Whole to Part
- From Psychological to Logical
- From Induction to Deduction
- From Empirical to Rational
- From Analysis to Synthesis

From Known to Unknown (জ্ঞাতৰ পৰা অজ্ঞাতলৈ)

- Knowledge must be given by linking it to previous knowledge
- Known is trustworthy and unknown cannot be trusted so while teaching we should proceed known and go towards unknown.

Example -

- Buying and Selling (Known) Profit and Loss (Unknown)

From Simple to Complex (সৰলৰ পৰা জটিললৈ)

- Simple concepts are taught first to the students and the complex ideas and concept later.
- Easy concepts are introduced first and difficulty level to be increased gradually

Example – Culture (Simple) Socio-Cultural Process (Complex)

Addition (Simple) Subtraction (Complex)

From Concrete to Abstract (মূৰ্তৰ পৰা বিমূৰ্তলৈ বা বাস্তবৰ পৰা অবাস্তবলৈ)

- Concrete things are solid and they can be visualized and verified by five senses. But abstract things are only imaginative things and can't be seen or touched directly.
- In general, tangible entities are concrete objects while intangible entities are abstract objects.
- Based on cognitive development of the students

Example – * Water Bodies (Concrete) Ocean Currents (Abstract)

*** Counting with Abacus (Concrete) BODMAS (Abstract)**

From Particular to General (বিশেষৰ পৰা সাধাৰণলৈ)

- From particular statement, specific concept or subject matter to more generalized principles

Example –

- Experiment (Particular) Implication (General)
- Reference to Context (Particular) Moral of the story (General)

From Whole to Part (সম্পূর্ণৰ পৰা অংশলৈ)

- The teacher must introduce the student to the whole lesson first and then move on to the part of it.
- The student should be acquainted with complete lesson, chapter, concept, theory or idea first and then breakdown different elements for discussion.
- **Example –**
- Prose (Whole) explanation of every paragraph (Part)

From Psychological to Logical (মনস্তাত্ত্বিকৰ পৰা যুক্তিলৈ)

- Basic principles of psychology like student's interest, aptitude, creativity, attitude and development level etc. to kept in mind for selection of subject matter and then later to logical arrangement of the content.
- This maxim states that the sequence of teaching process should be psychological followed by logical.

Example –

- Incorporation of subject matter of students interest (Psychological)
Completing the lesson with systematic work (Logical)

From Inductive to Deductive (আৰোহীৰ পৰা অৱৰোহীলৈ)

- In inductive approach we start from particular examples and establish a general rules.
- In deductive approach we assume a definition, a general rules or formula and apply it to particular example.

Example –

From Empirical to Rational (অভিজ্ঞতাৰ পৰা যুক্তিসঙ্গতলৈ)

- Empirical knowledge is based on verifiable observable experiences. It is based on result and observations.
- Rational knowledge is based on reasons and logic. Only reasoning and reflections can be used as evidence to prove.

Example –

- Rules and Norms (Empirical) Value and Ethics (Rational)
- Environmental Pollution (Empirical) future implications of pollution (Rational)

From Analysis to Synthesis (বিশ্লেষণৰ পৰা সংশ্লেষণলৈ)

- Analysis is the process of breaking down an idea, concept, or phenomenon into its basic parts for better understanding.
- Synthesis is compounding of various ideas, concept or phenomenon into one whole.

Example –

Planning, Teaching, Feedback, Re-planning, Re-teach, Re-feedback (Analysis)

Micro-teaching Cycle (Synthesis)