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Modern Teaching Methods between Theory and Application

A B S T R A C T

Recently, modern teaching methods have become a primary focus of interest for educational institutions.

This is because of the effective role that these methods play in developing and improving the learning process and increasing the number of students' participation.

This research describes the most important of these modern teaching methods regarding concept and theoretical foundations, and explains the challenges facing their application in practice.

This study shows some of the modern teaching methods that have received great attention recently, the most prominent of which are: lecture, discussion, and the inductive method.

In addition, this research explains the theoretical foundations of each of these methods, as well as their most important advantages in improving the educational process, and their disadvantages.

أساليب التدريس الحديثة بين النظرية والتطبيق

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المستخلص

لقد أصبحت طرق التدريس الحديثة في الآونة الأخيرة محل اهتمام المؤسسات التعليمية. وذلك لما لهذه الطرق من دور فعال في تطوير وتحسين عملية التعلم وزيادة مشاركة الطلاب.

يصف هذا البحث أهم هذه الأساليب التعليمية الحديثة من حيث المفهوم والأسس النظرية، ويوضح التحديات التي تواجه تطبيقها في الممارسة العملية.

وتعرض هذه الدراسة بعض طرق التدريس الحديثة التي حظيت باهتمام كبير في الآونة الأخيرة، ومن أبرزها: المحاضرة، والمناقشة، والطريقة الاستقرائية.

بالإضافة إلى ذلك يبين هذا البحث الأسس النظرية لكل من هذه الأساليب، بالإضافة إلى أهم مميزاتها في تحسين العملية التعليمية، وكذلك عيوبها.

الكلمات المفتاحية: طرق التدريس الحديثة ، نظريات التدريس، استراتيجيات التدريس

Section One

Introduction

Modern teaching methods are the basis of the educational process, and contemporary theories and applications aim to improve education and strengthen students' foundation. Modern teaching methods are an important transformation in the old educational curricula because they are based on students' participation in the lecture instead of the traditional method in which the teacher is the basis of the lecture. Modern teaching methods range between theory and practice, as their design was based on the foundations of the theory of education and development (Yue, 2024).

These theories are based on a scientific understanding of the way students learn and interact with the educational environment. The theoretical understanding is used as a basis for the development and application of modern teaching methods (Ibid).

Modern teaching methods vary according to the change in theory and the nature of the education process. After it was based on verbal expression and recitation, it has levels, which require the learner's positivity in education to show students' latent abilities and improve them. Traditional methods of teaching are no longer appropriate for contemporary life, and therefore educational theories have emerged. Many help in acquiring many mental, social, and motor skills. The task of the modern teacher, according to current methods, is to provide the opportunity for learners to acquire knowledge on their own, to participate effectively in all educational activities, and to engage in this with desire and activity until they become accustomed to Independence in thought, work, and self-reliance.

The object of this research is to describe and analyze modern teaching methods by studying modern teaching theories.

It is possible to provide a comprehensive vision of modern teaching methods, methods of applying them, their pros and cons, and benefits from them in the field of education.

The research also aims to highlight the importance of improving and developing modern teaching methods and their results on the quality of education.

Teaching Concept

Teaching is not as easy and simple as many people imagine, but it is a science to it Scientific principles and principles are a science related to various sciences such as education and psychology It is related to the academic sciences that are taught to the learner (Aukerman,R. & Aukerman ,L,1981).

The basics of the learning process:

First: The learner must have sufficient preparation for the learning process, and be fully prepared to receive the learned material.

Second: Scientific material that we want to deliver or impart to the learner, this material must be compatible with The mentality and abilities of the learner, and this requires us to study the learner in all his physical aspects Mental, skill and psychological aspects to determine the extent of his abilities and readiness and to be a starting point for design Scientific material that suits this learner; Let the teacher begin his teaching process on this basis (ibid) .

Third: A successful teacher. What we mean by a successful teacher is one who possesses certain qualities and standards to succeed in the teaching process; we will mention some of these qualities below: (Barbara, A. & Gini, 2001).

1- He should understand his students; know their nature, readiness, inclinations and trends.
2- It pays attention to all aspects of the learner's personality in teaching.
3- He must be proficient in his subject, and what is related to it, and knows the best sources of relevant information.
4- He must be of good appearance and cleanliness
5- The teacher's personality must be strong, open-minded, broad-minded, quick-witted, strong in argument, and broad-minded.
6- He must be proficient in teaching skills, starting with planning and ending with evaluation.
7- He sanctifies time and uses it to serve the objectives of the lesson, and does not exceed the time for studying or rest
8- He avoids violent and insulting methods towards students.
9- He views the opinions of his students with respect.
10- He must be diligent and sincere in performing his duties, and this must be evident in his behaviour.
11- Plays a role in developing the curriculum.
12- He should be fair among his students in everything regarding treatment and distribution of grades for questions

13- He has high morals, which makes him a role model for his students

14- Be tolerant and look at his students with a fatherly eye

15- He devotes his work to serving educational goals.

16- It diversifies educational activities and methods and does not emphasize only the prescribed book

17- He takes into account individual differences among students, and involves all students in the lesson

18- He links the subject he studies with the environment, that is, makes education functional

19- Takes into account the scientific and theoretical aspects of the subject

20- His language is sound and smooth. (Barbara, A.& Gini ,2001)

Teaching: It is a situation in which the learner interacts, through the teacher, with the educational experience in a positively and actively that ends with achieving the objectives of the lesson, including acquiring values, experiences, behaviour, abilities, skills, attitudes, and aptitudes, or modifying and developing them.

(Saffran, 2003) stated that teaching expresses the use of the learner's environment and creating an intended change in it by organizing or reorganizing its elements and components, so that it stimulates the learner and enables him to respond or carry out a certain action or performance or method in specific circumstances and at a specific times. To achieve intended, specific goals.

Teaching is defined as: the process in which a person (the teacher) mediates between another person (the learner) and a scientific subject or some aspect of knowledge to facilitate the learning process (Rajagopalan, 2019).

Teaching Entrance

It is the starting point from which the teacher begins his teaching process, meaning that all learners differ, each from the other, in the way they learn. There is a student who prefers to practice the learned material with his hands to learn it, and another who prefers to read the learned material and practice it with his hands, and there is a student who prefers the method of repetition and practice of the learned material, and the teacher prepares his scientific material according to these patterns of student (Ibid).

For the students who prefer practical performance, the teacher prepares his scientific material as a basis, and starting from the practical and skill approach to suit that student. Likewise, for the students who prefer memorization and repetition, the teacher prepares his scientific material in a theoretical way that suits that student, and this is considered the entrance or starting point from which the teacher starts with his teaching

(Rajagopalan, 2019).

We can say that the entrance to teaching is the philosophical idea from which the teacher starts, which is based on postulates inspired by the characteristics and nature of the material, inspired by the nature of the teaching and learning process, which requires selecting and organizing the educational material, choosing the teaching method, adapting its procedures,

and evaluating students' learning in light of this idea. The difference between strategy and method:

Strategy

It is a set of steps, procedures and methods that the teacher uses and can use The learner benefits from planned educational experiences and achieves educational goals (Barbara, A. & Gini , 2001).

This means that the strategy is to reach the goal given the methods of work and the evidence that guides its movement. It is also the art of using means to achieve goals. Accordingly, the teaching strategy is a set of guiding matters that guide and determine the teacher's course of work and a plan of conduct in the lesson (Regina, 1991).

(Saffran, 2003) points out that the teaching strategy contains two basic components: Methodology and Procedure.

They are a comprehensive plan for teaching a specific lesson, unit of study, or course; therefore, the strategy consists of:

1. Pupils' responses resulting from activities organized and planned by the teacher

2. The actions that the teacher performs and organizes to follow in his teaching.

3. The educational atmosphere and classroom organization of the lesson.

4. Educational goals.

5. Exercises and examples used to reach the goal

This means the strategy is a set of moves, matters and procedures that the teacher uses to enable the learner to master the learned subject, and therefore it means the art of managing the teaching environment.

The method technically means the method that achieves the desired effect on the learner, such that it leads to the tool, means, or method that the teacher uses to deliver the content of the subject to the learner while he is carrying out the educational process in various forms and forms. It is a method of conveying information to the learner, guiding him to it, and interacting with him, and it consists of a group of methods. It is taken by the teacher and is one of the components of the teaching strategy (Barbara, A. & Gini, 2001).

Saffran (2003) pointed out that the teaching method is a set of procedures, movements, and actions that the teacher performs during the educational situation through sequential steps, followed by the teacher, with the aim of learning one of the academic subjects occurring and achieving the goal of learning it.

With what is said about teaching methods, specialists say the quality of the method - it is based on the following: (Regina, 1991)

1. Psychology: It is the science that is concerned with human behavior, and investigates the stages of development, abilities, tendencies, and ways of thinking.
2. The method takes into account the educational goals and behavioral goals and everything related to them

3. Using educational means and means of clarification, as this is important in adopting the method and the reasons for its success.
4. Knowing the way to the student's mental and physical health, including not being intimidated, finding a desire to work cooperatively, and developing self-discipline.
5. Knowing the nature of the lesson material and the nature of the study topics, as the nature of the subject determines the appropriate type of method for teaching it, as well as the nature of the topics.
6. Learning methods and their laws. These theories and laws have been researched through insight, learning by trial and error, learning by exercise, learning by experience and experience, and learning by influence and use.
7. Adaptability and flexibility, meaning that a good method can be characterized by high flexibility, as it can be adapted to the educational situation.
8. Paying attention to the method, he follows, meaning that the method creates the appropriate climate for the teacher's personality, creativity, and innovation. The teacher's personality is evident in his method, just as it is evident in his other works.

Therefore, the difference between the strategy and the method is that the teaching strategy is more comprehensive and general than the teaching method, as the strategy is based on several methods or one method according to the goals desired to be achieved by the strategy, while the method is chosen to achieve an integrated goal through one educational situation. (Saffran, 2003).

Teaching Style:

It is a set of controls or rules used in teaching methods to achieve teaching objectives. The teaching method is defined as: it is the way in which the teacher or instructor deals with how to teach when carrying out the teaching process, or it is what the teacher follows in employing

His effective teaching methods distinguish him from other teachers. Style is part of the method it is mainly related to the personal characteristics of the teacher (Barbara, A.& Gini ,2001) .

The style is part of the method that is fundamentally linked to the personal characteristics of the teacher or instructor. The method may be the lecture, but the presentation in it is done in more than one style, and so on the presentation (ibid).

To distinguish between strategy, method and method, we can say that strategy is The most comprehensive and broadest, also that the method is part of the strategy and that the method is broader than Style, because style is part of the method or one of its means (Barbara, A.& Gini ,2001).

Saffran points out: that the teaching method is a technique (2003).

The teacher and his artistic touches in handling the details of the lesson. The teaching method differs from one teacher to another. It is possible to see a group of teachers using one teaching method such as "the lecture," but they differ in the methods of presenting and delivering the lecture. A group of factors affecting the teaching methods must be mentioned, such as: (Piaget, 1964)

Teacher training: The teacher must obtain pre-service training Regarding Foreign language teaching methods, it will be difficult for him to accept or apply new methods

1. Teacher burden: If the teacher is busy with long teaching hours and activities In other schools, it is better to use teaching methods that do not require effort He often chooses ineffective methods to provide himself with some comfort Which he misses
2. Teacher motivation: If the teacher is enthusiastic about his work, his efficiency in teaching declines sharply, as does his desire to use new teaching methods is diminishing.
3. Teacher habits: If the teacher has to use certain teaching methods some time for a long time, it is difficult for him to use new methods, and he even resists innovation in these methods because he may consider this a threat directed at him.
4. The personality of the teacher: There are teachers who are suitable for some teaching methods and others who are not some of them.
5. Teacher learning: The teacher prefers to use the teaching methods that he himself teaches. It has a foreign language.

Section Two

Teaching Methods and Strategies

The most important classifications of teaching methods are (Barbara, A. & Gini, 2001)

1. Teaching methods that depend on the method:
    - Teaching methods that focus on the teacher, such as: (lecture and indoctrination methods are methods in which education proceeds in one direction).
    - Learner-centered teaching methods, such as: (problem solving, investigation and induction, project, standard method, and group discussion).
    - Teaching methods based on the subject, such as (the method of teaching reading, and the method of teaching expression).
2.   Teaching methods that depend on the types of activities used in teaching:
    - Teaching methods: These are used in teaching theoretical subjects, and are frequently used in educational institutions, such as: (lecture, discussion, listening, and problem solving method)
    - Training methods: It is a method based on a scientific nature and its use prevails in vocational and technical education, such as: the project method (Piaget, 1964).
3. Teaching methods are based on the type of implementation: (Barbara, A. & Gini, 2001)

    - Delivering methods: means the methods in which the teacher is the deliverer and the students are recipients, such as the lecture method in its methods that are not supported by means.
    - Sensory methods: This means providing information supported by sensory methods, such as a lecture explained with clarification
    - Practical methods: These are methods that are based on actual practice and learning is done by doing, such as the project method.

- Dialogue methods: It is a method in which learning is based on interrogation and dialogue, such as: the discussion method and the Socratic method. Inferential methods:

1. Induction: It is a progressive inference in which the mind moves from particulars to wholes (the inductive method).
2. Analogy: It is a descending inference in which the mind moves from universals to particulars (the analogical method).

- Exploratory methods: These are the methods that depend on the learner's own activity and ability to investigate and explore, such as the investigative and exploratory method (Piaget, J, 1964, 9).

4. Teaching methods that depend on the extent of interest in the learner's activity:

- Teaching methods that do not depend on the learner's activity, such as the lecture method.
- Teaching methods that depend on the interaction of the learner and the teacher verbally, such as: the discussion method, the listening method, and the questioning method
- Teaching methods that focus on thinking and presenting educational content, such as: the inductive method and the standard method
- Teaching methods that take into account educational problems and subject them to scientific research. Thinking methods such as the investigative method, the discovery method, the problem-solving method and the project method (Brown,& Atkins,1987).
- Teaching methods are concerned with using techniques: role-playing method, simulation method, and modelling method.
- Teaching methods that rely on the learner's activity, such as the distance learning method, the programmed instruction method, and the educational portfolio method.

4. Teaching methods that depend on the number of targeted learners:

- Group teaching methods: This is a method that benefits a large number of learners, such as lecture and discussion
- Individual teaching methods: This method benefits several individuals or a group of individuals individually, such as educational packages and programmed education.
- Teaching methods in which learners are distributed among groups, such as the project method and the problem-solving method.

5. Teaching methods that depend on educational direction or educational philosophy.
    Teaching methods are divided into three groups:

- Presentation group: These are methods based on the traditional philosophy of education that views the learner as passive and unable to research and acquire knowledge on his own, including the lecture or delivery method and the story method.
- Discovery group: This group belongs to a direction called the trend exploration, which stems from the modern philosophy of education, which sees the necessity of being a teacher positively in the learning process through his search for knowledge on his own.

- Self-learning group: It is one of the methods according to which the learner acquires information from educational situations on his own without direct assistance from the teacher. Among the methods that fall under this group are: Educational bags programmed teaching method, and correspondence learning. This is Methods are among the methods in which learning is the focus of the educational process (Jacobsen, et al, 1993).

6. Methods that depend on the level of the learner's role and effectiveness in the method: On this basis, it can be classified into:

- Teaching methods in which the learner's role is weak and characterized by negativity are:

1. **Lecture Method**

2. **Auscultation Method**

   - Teaching methods are among the methods in which the learner's role is positive, which is the discussion method
   - Teaching methods in which the learner's role is active: (Jacobsen, et al,1993)

1. **Inductive Method.**

2. **Standard Method**

   - Teaching methods in which the learner's role is primary, and he is more self-reliant are:

1. Project method

2. Survey method

3. Unit method

4. Discovery method.

5. Method of solving problems

   - Teaching methods in which the learner learns on his own are:

1. The method of educational bags

2. Programmed education method. (ibid)

Examples of Some Teaching Methods:

1. **Lecture Method**:

The traditional or recitation method is an old method in which the teacher delivers the lesson and explains it on his own without explaining to the student. It is a very common method for several reasons, including:

(Siddiqui, 2024).

1. Many teachers believe that this method gives the student a lot of information and knowledge in a short time and with little effort.
2. Teachers are accustomed to this method and afraid to try other methods.
3. The presence of large numbers of students makes teachers resort to this method on a permanent basis.

4. Because of the ease and inexpensiveness of this method, teachers use it.

The lecture can be presented in different ways, which we summarize as follows: (Barbara, & Gini, 2001)

The lecture method is conducted in different ways, which can be summarized as follows:

- Live lecture
- Recitation method using chalk
- Delivering style after presenting organized notes
- Presentation and clarification style
- Presentation style supported by transparencies or slides
- Presentation and discussion style

Lecture Method Features: (ibid)

1. It saves time because it enables the teacher to present a lot of material in a short time.
2. The lecture method is the best in teaching values and topics that deal with arousing feelings and feelings
3. It is the best method when there are a large number of students in the classroom.
4. It gives the teacher an opportunity to apply all parts of the material.

Disadvantages of the Lecture Method:

(Siddiqui, 2024)

1. Do not care about the teachers' inclinations, interests, and trend
2. It is based on one aspect of personality development
3. It requires the learner to have special abilities and high skills
4. It requires high skills from the teacher
5. It makes the teacher negative in the educational situation and accustoms him to that
6. It often causes boredom for the learner, which leads to him abandoning the lesson.

2. Discussion Method:

It is a merging of ideas or a blending of thinking in which opinions are presented without supporting evidence. It is not just a name, but in fact, it is used as a teaching strategy. Although it requires some experience from the discussion leader, the leader must be able to extract from the group members their ideas, responses, and information. The method of discussion depends on raising a question, problem, or issue around it dialogue between the teacher and the students, or between themselves, under the supervision and management of the teacher (Higgins & et al, 2004).

The types of Discussion Method are:
- Discussion is instructive
- Discovery discussion
- Group discussion
- The symposium
- Bilateral discussion (ibid)

Advantages of the Discussion Method:

1. Discussion is a way to make students active participants in the lesson. With students' actual participation in the discussion, their appreciation for the knowledge they are learning increases.

   This method of teaching enriches students' mental abilities and makes them at their best.

2. This method develops in students the habit of respecting the opinions of others and appreciating their feelings.

3. This method helps students get used to facing situations and not being afraid of them or being embarrassed to express their opinions

4. This method helps to develop the spirit of teamwork among students.   (Higgins & et al, 2004)

Disadvantages of the Discussion Method

1. If the teacher does not find his topic good, things may become confusing

2. Time may shorten the discussion

3. A teacher who is not aware of the personalities of the students in the class may lose control, such that group dominates the conversation.

4. The teacher must control the management of dialogue and discussion among students, as the lesson will turn into a place of chaos in which everyone speaks as they please.

5. If the teacher does not care to record the important ideas that come up during the discussion in a timely manner, the desired benefit from them may be lost. (ibid).

3. Inductive Method

It is a method in which the mind begins from the specific to the general, from partial and single cases to rules and general governing these individual cases. In it, students discover and recognize facts gradually from the part to the whole, and in it they use questions to conclude of the rule that is intended to be taught. It is one of the natural ways of thinking followed by the mind, in which the teacher increases the collection of various partial examples included in the rule, and in which the rules are combined with linguistic methods (Barbara, A.& Gini , 2001) .

It is common in grammatical and morphological lessons, literature and rhetoric lessons, and dictation lessons. It is also suitable for after the primary stage. The method of induction is based on a logical progression in arriving at a result through observation and discovering similar and different relationships between parts of the subject (ibid).

Educational through examples related to the topic or by watching scientific experiments Then the law, or generalization, is extracted and formulated in one specific language (Barbara, A.& Gini , 2001).

Advantages of the Inductive Method:

1. Beyond imposing knowledge.
2. Students' participation is positive.
3. Access to knowledge on their own under the supervision and guidance of the teacher
4. It makes the knowledge in the minds of the students more lasting and beneficial, because they are the ones who achieved it by themselves and their efforts under the supervision of the teacher.
5. Make it easier for students to apply rules and laws in new situations. (Baker, 2024)

Disadvantages of the Inductive Method:

1. Students were unable to arrive at some rules using the induction method.
2. The relative slowness of its steps; Hence, its application takes a long time.
3. It is not suitable for teaching experiences and subjects concerned with students' acquisition of skills. (ibid)

3. Deductive Method:

The conclusion starts from a rule – both macro and partial – arriving at a conclusion that applies to new examples Conclusion: It is the transition of the mind from general rules and rulings whose validity is accepted to a specific ruling.

The deductive method: It starts from the base and reaches the examples.

It begins with teaching the generalities and ends with the particulars The (standard) method is called (analytical): analysis (dividing knowledge into its components while realizing the relationship between them. (Brown, & Atkins, 1987)

Advantages of the Deductive Method:

1- The conclusion is used in the application and evaluation step when the teacher wants to ensure understanding of Students and their understanding of the lesson
2- The thinker in the case of deduction is considered to have applied the results of induction
3- Students need to conclude in the application stage to consolidate the rule in their minds

Disadvantages of the Deductive Method

1. Students' perceptions not always relate to general rules directly.
2. It prevents students from discovering general rules on their own because they will take them directly from the teacher and memorize them (Baker, 2024).

Conclusion

 At the end of this research, we can prove that modern teaching methods represent great importance in the educational process, because they contribute to improving the educational process and enhancing student participation. Despite the efforts made to develop these methods and focus on applying them in practice, there are some difficulties and challenges that teachers face in implementing them effectively.

The most important of these challenges are:

1. Training and qualifying teachers to use these modern methods and the necessity of applying them.
2. The importance of providing the basics and resources necessary to apply these methods in educational institutions.
3. The difficulty of changing the prevailing culture and the traditional view of education among students and parents.
4. The importance of adapting some modern methods to traditional curricula.

 Therefore, educational authorities and officials in educational institutions must work to address these challenges by developing strategic plans to develop the educational process and enhance the use of modern teaching methods. Teachers must also be enthusiastic and ready to continually develop and change their teaching methods, which will reflect positively on student achievement.

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