

of the lesson. Learning becomes permanent when the facts, principles and knowledge involved are used again and again in several similar situations. In some lessons, drill becomes quite necessary for assimilating and recalling the material learnt quickly and accurately.

Maxims of Teaching

Maxims of teaching are certain guidelines for the guidance of the teacher. Sometimes maxims of teaching are included in the category of principles. Maxims are certain points based on general approach to teaching.

(a) From Particular to General. Particular facts and examples may be presented to the pupils before giving them rules and principles because it is easy to follow facts and examples and difficult to understand rules and principles. The presentation of particular facts and examples should automatically lead to formation of general rules and principles. This maxim of teaching method implies that inductive method is better than the deductive one wherein the learner deduces facts and examples from the general principles and rules.

(b) From Concrete to the Abstract. This is exactly another way of expressing the same idea as we have considered just above. Particular examples and facts are always concrete. The rules, principles and generalisations are abstract. The concrete things for children are those which they can handle and see. For example, a small infant of 2-3 years of age perceives a concrete object—a toy—and begins to name it or forms a concept of it after handling or seeing it a number of times. His imagination is also aided by concrete objects. So, when teaching a particular abstraction, the teacher should present concrete objects, activities and examples and then he should aid the child to form generalisation. By taking the pupils from concrete to abstract, the teacher would be able to reach a higher level of thinking.

(c) From Whole to Parts. 'Whole' is more meaningful to the child than the parts of the whole. The whole approach has been found to be better than the part approach in a number of cases, for example, in memorising poems, the learning material when memorized in 'wholes' makes sense, and the various parts of the whole are seen by the learner as interrelated. One word of caution may be offered here. If the whole is so large that the learner is unable to make any sense out of it, learning will be retarded. If the parts are presented in an unrelated sequence, they will make no sense to him.

(d) From Known to Unknown. The teacher has to start with something the child knows. The child may be having a vague idea or, an incomplete knowledge of that thing. But until the lesson goes on it cannot become clear and definite. New knowledge can be accepted only when it is linked up with the old knowledge the child has acquired.