

THE PSYCHOLOGICAL DYNAMICS OF EFFECTIVE TEACHING

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ABSTRACT

In every professional field there are techniques and skills constantly developing day by day. Teaching is not merely a profession but also a passion for many as it is a sharing of the precious gift of one's knowledge and ideas and one's own self. ... "his heart lies in being an educator and doing something worthwhile" (Boothstone 1998, p.IX). Hence there evolves a *psychological dynamics* of developing the entire person, the result of which is *effective teaching*. In this article we enumerate the qualities of teachers as educators, progressively making an educational presence in the lives of the students.

Keywords: Psychology, Teacher, Skills of teaching, Classroom management, Student-teacher Relationship, Education.

INTRODUCTION

The Psychology of teaching is an in-depth sharing of one's very self. It is a choice and a commitment. It is a commitment in character formation, and a personal choice of career that touches the heart of the teacher and the students. The dynamics of teaching is not merely a technique, but "*teaching is an ART*." "In my educator heart, I want to see teaching as an art." (Flanagan 2014). The core of the teaching skills, techniques, and the art of teaching, lies in the *HEART* of the Educator. "The goal of classroom management is to maintain a learning environment that allows for positive interaction, access to learning, and enhanced student achievement. Effective teachers are strong leaders in managing behavior, instruction, and student concerns." (Aloe et al. 2013, p.105)

The psychological process of effective teaching involves the whole person, penetrating the *psyche* of both the teacher and the students. The teacher is not just one who teaches some subjects in the classroom only, but an educator in overall perspective. Yet the oft used word in academic sense is "teacher", which should be well substituted with an appropriate and a comprehensive term of "educator." However, in this article we use the term "*teacher*". "Teachers are important adults in children's scholastic lives, and there is some evidence that teacher wellbeing, at least indirectly, has significant effects on children's socio-emotional adjustment and academic performance" (Hamre et al. 2004, p.297. and Spiltz, 2011, p.458).

I. Clarifying some basic concepts

Who is considered to be a teacher?

i) In a generic term a teacher is one who is endowed with the quality to share the knowledge to anybody who comes in contact with that person, with a process of interactive communication. Teaching is "an interactive process that occurs between teacher and student who must both participate actively in the process" (Pol et al. 2010, p.274)

ii) In a formal term a teacher is one who is qualified to teach. The qualification is specific to the level of teaching, be it for the school (teacher), or for the college (lecturer), or university (professor). (Day and Leitch 2001; O'Connor 2008; Spitzer et al. 2011, p.461).

iii) In the simplest form of the word a teacher is one who teaches what he knows whether qualified or not qualified. But (s)he should aim at becoming professional teacher. (Roth et al. 2007).

Hence what is basically running through in every definition is a communicator and a co-operator. The whole process of learning is between a *learner* and the one who imparts knowledge, a *teacher*.

Therefore the fundamental question regarding the art of effective teaching is *what the teacher is composed of? The psyche of the teacher?* What really the teacher is in himself/herself more than what he/she has? "Teacher self-

Dynamics Of Effective Teaching

**Gilbert Hunt, Dennis Wiseman, Timothy
J. Touzel**



Dynamics Of Effective Teaching:

The Dynamics of Effective Teaching Richard Kindsvatter, Margaret F. Ishler, William W. Wilen, 1988 **Dynamics of Effective Teaching** Richard Kindsvatter, 1991 *Dynamics of Effective Teaching* William W. Wilen, 2000 Grade level 8 9 10 11 12 s t *Dynamics of Effective Secondary Teaching* William W. Wilen, Janice K. Hutchison, Margaret Ishler Bosse, 2008 Integrating theory and research with current classroom practice *Dynamics of Effective Secondary Teaching* 6th edition helps future secondary teachers make informed instructional curricular management and assessment decisions Realistic scenarios numerous examples and illustrations from all subject areas classroom observation forms sample lesson plans and valuable websites are what make this text indispensable providing the preservice teacher with a direct link to classroom practice

Dynamics of Teaching Henry Edward Tralle, 1924 **The Educational Monthly of Canada**, 1904 **Effective Teaching Strategies that Accommodate Diverse Learners** Michael D. Coyne, Edward J. Kameenui, Douglas Carnine, 2007 This popular book examines the teaching instruction and curricula required to meet the needs of diverse learners who by virtue of their experiential cultural and socioeconomic backgrounds challenge traditional curriculum and instructional programs The updated book provides a summary of the characteristics of students with diverse learning and curricular needs and a critical examination of current issues in education Based on these analyses recommendations for teaching reading comprehension writing mathematics science social studies and also teaching English language learners are given to ensure that diverse learners succeed in the classroom FEATURES Includes new application and reflection sections in each chapter that provide applied case studies application activities and questions for discussion and reflection This new feature allows students to apply the six principles of effective instruction to real life situations with the goal of facilitating the translation of research to practice Includes a new chapter on teaching reading comprehension With the addition of this new chapter the book now better covers the complexities of teaching reading with chapters on both teaching code based elements of reading such as phonemic awareness alphabetic understanding and fluency as well as teaching meaning based elements of reading such as comprehension strategies Provides recommendations for determining the critical curricular and instructional priorities for teaching students with diverse learning needs who are typically behind their school age peers in academic performance and content coverage Concrete examples of how key concepts in reading writing mathematics science and social studies are taught integrated and supported Examples are provided across grade levels from the elementary grades through high school Guidelines for developing selecting and modifying curricula to meet the needs of diverse learners into each chapter

Understanding Effective Teaching from the Student Perspective Johanna Marder, 2022 **Educational Philosophy** JAYANTA MAHALI, 2024-08-27 Educational Philosophy delves into the foundational theories and concepts that shape educational practices and policies It examines various philosophical perspectives including realism idealism pragmatism and existentialism and their implications for teaching and learning The book discusses the role of education in

society the nature of knowledge and the aims of education Through critical analysis and historical context it provides educators with a deeper understanding of the philosophical underpinnings that influence educational decisions and approaches

Effective Teaching Gilbert Hunt,Dennis Wiseman,Timothy J. Touzel,2009 Schools today have transcended from the chalkboard to the whiteboard and are populated by students who are not frightened to use the technology of this new age of learning During this period of dynamic change teachers must be ready to meet the challenges of preparing students for a global society characterized by diversity and ever increasing expectations

Dynamics of Effective Secondary Teaching ,2004 Dynamics of Effective Secondary Teaching integrates theory and research with current classroom practice to help future and in service secondary teachers make instructional and management decisions for the purpose of improving instruction Realistic scenarios numerous examples and illustrations from all subject areas classroom observation forms and valuable websites are what makes this text so practical providing preservice teachers a direct link to classroom practice As with previous editions the major feature of this book is the authors emphasis on decision making as the thread that links all the topics together Decision making is introduced in Chapter 1 as a process fundamental to educators and is revisited to enforce the application in each chapter The authors view of decision making considers it from a constructivist view of teaching and learning based on reflection and meaning making Unique to this book is the inclusion in each chapter of a scenario in which a middle or secondary school teacher representing a wide range of subject areas and grade levels applies key ideas to the classroom These scenarios which appear near the beginning of each chapter are referred to and analyzed throughout the chapter to provide a running commentary on the theoretical content being presented

Paperbound Books in Print ,1992

Core List of Books and Journals in Education Nancy P. O'Brien,Emily Fabiano,1991-01-09 This list assembles a selected group of approximately 1000 books and journals currently available in the field of education mostly published in the late 1980s All works are in English and almost all are American American government documents and monographs published by UNESCO have also been included

Creating Contexts for Second Language Acquisition Arnulfo G. Ramirez,1995

The Dynamics of Educational Effectiveness Bert Creemers,Leonidas Kyriakides,2007-09-12 This book brings together the current thinking and research of two major investigators in the field of educational effectiveness After defining educational effectiveness the authors analyse the various theories and strands of research within educational effectiveness especially with respect to the comprehensive model developed by Creemers Written by one of the worlds leading experts in the field this book will both elucidate our current understanding of educational effectiveness and carry the discipline forward by proposing profound changes to accepted views

AI In The English Classroom: Leveraging Deep Learning For Language Education Dias Andris Susanto,Meisuri Meisuri,Umar Umar,Maru Mary Jones Panjaitan,Tomi Arianto,Haslinda Mora,A. Rahman,Novika Amalia,Dedy Arianto Bannus,Wirentake Wirentake,2025-10-08 AI in The English Classroom explores the integration of artificial intelligence particularly deep learning and generative AI into English

language teaching The book discusses key areas such as automated writing evaluation adaptive learning systems machine translation and speech recognition alongside classroom based strategies for effective human AI collaboration Through real world case studies practical classroom activities and critical reflections on ethical issues this book emphasizes the importance of balancing technological innovation with the human touch in language education It provides readers with both theoretical insights and hands on guidance making it a valuable resource for teachers students and researchers seeking to navigate the evolving landscape of AI powered education

Psycho-social Dynamics of Teaching Physical Education Thomas J. Martinek,1991 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 p e i s t

Chemists' Guide to Effective Teaching Norbert J. Pienta,Melanie M. Cooper,Thomas J. Greenbowe,2005 For courses in Methods of Teaching Chemistry Useful for new professors chemical educators or students learning to teach chemistry Intended for anyone who teaches chemistry or is learning to teach it this book examines applications of learning theories presenting actual techniques and practices that respected professors have used to implement and achieve their goals Each chapter is written by a chemist who has expertise in the area and who has experience in applying those ideas in their classrooms This book is a part of the Prentice Hall Series in Educational Innovation for Chemistry

The Psychological Foundations of Education Olga K. Baatz,Charles Albert Baatz,1981

Philosophical Studies in Education ,1996 Some vols consist of proceedings of the annual meeting of the Ohio Valley Philosophy of Education Society

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Table of Contents Dynamics Of Effective Teaching

1. Understanding the eBook Dynamics Of Effective Teaching
 - The Rise of Digital Reading Dynamics Of Effective Teaching
 - Advantages of eBooks Over Traditional Books
2. Identifying Dynamics Of Effective Teaching
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Dynamics Of Effective Teaching
 - User-Friendly Interface
4. Exploring eBook Recommendations from Dynamics Of Effective Teaching
 - Personalized Recommendations
 - Dynamics Of Effective Teaching User Reviews and Ratings

- Dynamics Of Effective Teaching and Bestseller Lists
- 5. Accessing Dynamics Of Effective Teaching Free and Paid eBooks
 - Dynamics Of Effective Teaching Public Domain eBooks
 - Dynamics Of Effective Teaching eBook Subscription Services
 - Dynamics Of Effective Teaching Budget-Friendly Options
- 6. Navigating Dynamics Of Effective Teaching eBook Formats
 - ePub, PDF, MOBI, and More
 - Dynamics Of Effective Teaching Compatibility with Devices
 - Dynamics Of Effective Teaching Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Dynamics Of Effective Teaching
 - Highlighting and Note-Taking Dynamics Of Effective Teaching
 - Interactive Elements Dynamics Of Effective Teaching
- 8. Staying Engaged with Dynamics Of Effective Teaching
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Dynamics Of Effective Teaching
- 9. Balancing eBooks and Physical Books Dynamics Of Effective Teaching
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Dynamics Of Effective Teaching
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Dynamics Of Effective Teaching
 - Setting Reading Goals Dynamics Of Effective Teaching
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Dynamics Of Effective Teaching
 - Fact-Checking eBook Content of Dynamics Of Effective Teaching
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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