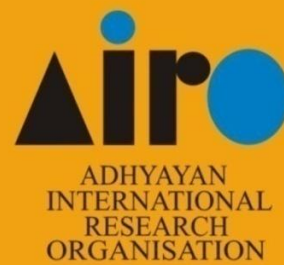


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TECHNOLOGICAL TERMINOLOG IN SOCIAL SCIENCE PROBLEM & PROSPECTUS

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ABSTRACT

Teaching Social Science is an exciting and rewarding activity but like other professions it is demanding. It requires that its practitioners clearly understand what should be done to bring about the most desirable learning in the pupil and be highly proficient in the skills necessary to carry out these tasks. Teaching Social Science is not the simple matter of profession one's message. It is a complicated communication problem. Using different teaching methods, techniques and devices we can solve the communication problem. Teaching Social Science methods are means by which he teachers attempt to bring about the desired learning.

KEYWORDS: *Social Science, Education, Teaching*

INTRODUCTION

A professionally trained teacher can use different methods of teaching successfully. It is really a very difficult task and only a professionally qualified teacher can do this. We cannot expect all this from a teacher professionally unqualified.

To provide professional education for teachers, colleges of education have been established almost all over the world. In Pakistan, teacher education program in consonance with various levels of education i.e. Social Science and M.Ed have been introduced at certain colleges and universities. All the teachers training institutions are not only imparting theoretical but also practical knowledge and

skill in teaching different subjects to prospective teachers.

At the end of the session, teaching Social Science practice is carried out for practical application of theoretical understanding about different teaching methods. It is generally of one month's duration. Whereas teaching Social Science is the process by which a person helps other people to learn. It is one of our most important activities. Teaching Social Science helps people to gain the knowledge and attitudes they need to be responsible citizens, earn a living and lead a peaceful life. It also provides a chief mean of passing knowledge to the next generation.

Efforts to define “teaching” have centered on explorations of various facts of the concept of teaching rather than on the formulation of explicit definitions. Altogether there have been four attempts to define “teaching”, but none has resulted in an explicit definition. One takes its substance from precedent, two pursue the task through the techniques of linguistic analysis, and the remaining one is controlled by ideological consideration.

A fifth definition, a scientific one, is beginning to take shape and in all probability will supersede the others. These five definitions are: teaching in the conventional sense, or the descriptive definition; teaching as success; teaching as an intended activity; teaching as a normative activity; and the emerging definition. They may admit the accuracy of the historical definition of teaching but still turn to their own programmatic definition of teaching as inquiry.

The forgoing definitions of teaching are rooted in the ordinary language and while they clarify to some extent and various senses in which the word “teaching” is used in pedagogical discourse, they are not precise enough for everyone to agree on their application. For the study of an occupation to become scientific, it is necessary to some extent to abandon lexical definitions even though terms of the ordinary language are retained.

Every field of scientific endeavor has its beginnings in primitive observations and experiences and goes forward, at least

initially, with words adapted from everyday language, “Work”, “Force” and “Horsepower” have precise meanings in mechanics, but each one had a history of use before it was defined in mechanics in ways not derivable from its daily uses.

While “teach” is found in everyday language, it is retained in pedagogical science where it is defined by empirically confirmed statements of the effects of teacher performance. For example, if a teacher gives a definitional rule and positive and negative instances in teaching concrete concepts, the probability that the student will master the concept is increased; or if a teacher gives corrective feedback to a pupil who makes a mistake, the chances that the student will learn are enhanced.

TECHNOLOGICAL TERMINOLOG IN SOCIAL SCIENCE

The term teaching Social Science practice embraces all the learning experiences of student teachers in schools. The term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools and the practical aspects of the course as distinct from theoretical studies.

According to Thomas, the period spent by a student teacher in an actual classroom situation in order to teaching practice skills under the supervision of an experienced teacher. According to Thomas, the activity

referred to as teaching practice or student teaching consists of student teacher giving instruction to a regular classroom of pupils. The amount of such direct teaching Social Science experience can vary from one or two lessons to an entire year of full time or half time service in a school. Holden suggests that the extended period of more or less full time teaching in a school found in conventional initial training course.

Teaching practice refers to the opportunity given to the trainee to develop and improve his / her professional practice in the context of the real classroom, usually under some form of guidance and supervision. School experience means the total experience of working in a school in which trainees have when they are on placement in schools.

Perry says that teaching Social Science practice refers to the period of time in which a student teacher gains firsthand experience in working with a particular group of children. A number of terms such as the teaching practice, student teaching, field studies, infield experience, school based experience or internship are used to refer to this activity.

Niak writes about teaching practice as in practice the embryo teacher, under the direct and continuing supervision of experience master, begins to teach, to apply the theory learned into practice.

Khan writes about the concept of internship as it is the responsibility to teacher education institutions to provide such learning experiences to students teachers

that they may be able to identify, select, innovate and organize such learning experiences which may develop competence in the student teachers to teach the course of their specialization on the one hand and games, recreational activities and socially useful productive work on the other hand.

The program of internship in teaching other than traditional teaching practice program can play an effective role in developing these concepts in the student teachers.

Internship is a new experience in the profession of teaching. In which trainees are able to observe the entire work of the school and to participate actively in all the important professional activities of a teacher both in and out of the classroom.

According to Dreeben this phase of training contributes not only to the development of occupational norms but also to reducing anxiety about teaching and to learning classroom techniques. It also seems to contribute most of discover workable conduct, where “workable” becomes characteristically defined as classroom management, following fixed schedules of instructions, simplifying lesson plans, getting through the material and cutting back on the breadth and richness of the material presented..

Gower and Walters write that someone can learn about teaching Social Science by discussing it and talking about materials and techniques but like most skills one cannot really learn it without doing it. It is one of the few opportunities for prospective teacher

ever have for trying out a new idea and perhaps having a critical but supportive set of observers.

DISCUSSION

To focuses on: a) Classroom sensitivity to problems of teaching, b) Classroom sensitivity to learning problems, c) Basic classroom management skills, d) Teaching technique..

Cohen and Manion described the need of teaching practice in these words. The theory and training in college prior to first practice cannot possibly provide with answers for all the problems and contingencies, a future teacher is likely to encounter in the school and the classroom.

According to Goodings by exposing teachers in training to the realities of their future carriers in a controlled situation, enable them to eliminate a variety of weakness characterized beginning teachers. Not only they are better prepared to teach but posses a high level of confidence in their own abilities.

According to Brown and Brown the teaching practice period is one of the most important components of the teacher-training program. It is an opportunity for students teachers to put their theoretical studies into practice. There will undoubtedly be some inconsistencies between what has been learned in college or university and the actual situation in the classroom. The teaching practice exercise should student

teachers to integrate theory and practice and to resolve some of these apparent discrepancies.

Education dualism also emerged in the managerial field, especially in private institutions. Private institutions generally have two top managers: the head of the schools and the chairman of the foundation (or caretaker). Although there is a line of authority that separates the two top managers, the head of the school holds academic control while the chairman of the foundation (caretaker) in charge of the provision of facilities and infrastructure, often in the practice of overlapping. This problem is usually worse if among the board of the foundation there is a faculty member. Besides having the impression of spying on the leadership of the schools head, as well as when the faculty performs disciplinary action (often late), the head of the schools feels helplessly affirms it.

CONCLUSION

Management practices in schools often show a traditional management model, the paternalistic or feudalistic management model. Such seniority dominance sometimes interferes with development and improvement education quality. The emergence of innovative creativity from young people is sometimes understood as an attitude that does not value seniors. This condition leads to the extremes of the negative, until the impression that straightening steps or correcting the

mistakes of the senior step is considered the nature of the existence of adab.

In essence the emergence of schools in the world is an effort to develop and perfect teaching and learning activities in an effort to accommodate the growth and development of science. In a historical perspective, India is a unique country, located very far from the center of education. Although the new Islam entered India in the seventh century, the international world recognizes that India is one of the majority country.

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