



TEACHING SOCIAL SCIENCE USING INNOVATIVE METHODS TO HEARING AND SPEECH IMPAIRED STUDENTS

Prof. Rajshree S. Rathod & Radhika Inamdar, Ph.D.

Tilak College of Education, Pune, Email Id: rajshrsr@rediffmail.com

Abstract

The Social science subject encompass diverse concerns of society and include a wide range of content, drawn from the disciplines of History, geography, political science, economics and sociology. Therefore social science teaching needs to be revitalized towards helping the learner acquire knowledge and skills in an interactive environment.

The social science curriculum over the past years has changed drastically both in content and methodology. It has often been noticed that there is an increasing gap between the promises made to the curriculum and what is happening at the level of child's perception. Therefore selection and organization of resources to enable students to develop a critical understand of society is a challenging task. For teaching History to hearing and speech impaired students again a very challenging work from teachers

Teaching should be seen as an opportunity for teachers and students to learn together. This paper focuses on how to make teaching learning process more effective and enjoyable by using various innovative methods of teaching history subject to hearing and speech impaired students.

Keywords- Social science, hearing and speech impaired students. **Innovative methods-** Knowledge, skills



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction-

Innovative methods of teaching and learning

There are many useful teaching methods to support effective teaching in social science to keep children motivated and fully occupied, but there is no single method of teaching which fits on the learning situation.

History is generally considered by students as a boring subject. It is difficult to remember the chronological events, the names of different rulers and dynasties. Basically History is a science as well as an Art. Students consider it as a dry subject but it is not so. There are many aspects related to history like social, political religious, economical and cultural aspects. It

becomes difficult to understand or remember even for normal students and more difficult to hearing and speech impaired students.

A teacher has to make use various kinds of methods, devices and techniques of teaching to make his teaching meaningful purposeful interesting and effective.

Therefore it can be said that success or failure of teaching depends upon its methods.

Characteristics of a good teaching method-

- It should provide a group of related experiences and activities , arranged on an individual as well as group basis.
- It should give scope for the creative expression of the child's individuality.
- It should rouse a large range of interest in the minds of the students.
- It should shift emphasis from verbalism and memorization to learning through purposeful, concrete and realistic situations.
- It should train the students in the techniques of self-study and the methods of acquiring knowledge through personal effort or intuition.
- It should stimulate the desire for further study and explorations.
- It should awaken an interest in the materials and techniques used by social scientists.

Factors which determine the selection of a teaching method-

- 1) The nature of the child
- 2) The objectives of instruction
- 3) The nature of the subject matter
- 4) Classroom environment
- 5) Expertise of the teacher who adopts a method.

Innovative methods of teaching and learning for H & SI students

Activity Based Learning

This method is based on doing some hands on experiments and activities. This method also follows learning by doing principal. The students become active learner rather than passive recipients of Information. The children are provided the opportunity to explore by their own so that the learning becomes joyful and long lasting.

Different types of Activity Based Learning are-

- **Dramatization** : Conversion in to a dramatic form or reconstruction of an event, novel, story etc in a form suitable for dramatic presentation.

- **Quizers** : Competitive activity in which participants should give the answers to the questions in a prescribed span of time following some pre –determined rules.
- **Group discussion** : Discussing in smaller groups (four to fifteen students) about a given topic and reaching a decision or arriving at some conclusions.
- **Role play** : Enacting some situations or playing the role of things, persons, characters etc.
- **Debates** : Arguments (discussion involving Arguments) between two groups in which one group argues to defend the controversial issue or theme and other group puts up the arguments against the theme.
- **Discovery learning** : Learning through exploration or discovery. Learning by exploring or discovering many aspects of the environment on their own.
- **Project** : It is a practical unit of activity having educational value and aimed at achieving one or more definite goals of understanding , involves investigation and solution of problems , planned and carried out to completion by pupils in a natural ‘real life’ situation.
- **Educational games** : These are games that are designed to help students to learn about certain subjects, enhance concepts, understand different contents, learn a skill etc.
- **Brainstorming** : It is a group activity in which group members are encouraged to produce a large number of ideas quickly on theme or a problem without commenting on any one’s view points for subsequent discussion and evaluation.

Problem Solving Method-

Problem solving is a process of finding the solution to the problem by using one or more concepts or principles or formulae or required information.

In this method the learner is released to solve a problem making use of his previous knowledge. ‘How we think ‘reflects this approach. According to Dewey the problem fixes the end of thought and the end controls the process of thinking.

While selecting the problem it should be intellectually challenging to children. It should not be entirely unfamiliar to the learners and should be related to their previous experience .The problem should be related to basic human activity. It should have the potential create interest among problem solving.

This method is useful for the development of the power for critical thinking. Students will be the active recipient of knowledge. It develops value of tolerance and open mindedness. It helps in easy assimilation of knowledge.

Dramatization method

This is one of the most effective methods of stimulating and students in what they learn. Dramatization has been described as a 'synthetic art' involving the purposive co-ordination and control of the delicate organs of speech and muscles of the body combined with a sense of rhythm with a view to free and intelligent expression of emotions and ideas.

It is a natural way by which students express freely their understanding of the life around them. The method allows for a great deal of involvement and participation by the students physically, emotionally and mentally. The students who are less active in academic work can also be engaged in this activity. This will provide the students the opportunity to create a sense of belongingness.

Project Method-

Project method is based upon the ideas of the great American educationalist Mr. John Dewey. The credit of developing these ideas into a method goes to Mr. William Kilpatrick. Project is a whole hearted purposeful activity, proceeding in a social environment. Children should be given education to satisfy their needs of life and the school should function like mini society in which and through the students would acquire education by engaging themselves in a variety of group projects nothing is forced upon children.

This method is called as natural method of acquiring knowledge. It gives training in social adjustment. Children learn from their own experience. It gives training in democratic way of living. It trains the children in solving problems. It helps the teacher to understand his pupils.

Source method-

Source method is that method of teaching in which original sources of information are used to explain a point or variety a fact or establish a principle or describe an event. This method can be used during the course of the lesson to develop it and correlate the facts events or principles involved in the lesson.

This method develops a sense of vividness and reality. It satisfies the curiosity among children. Original sources serve as an effective means for creating a right type of atmosphere. It promotes the interest in the study of the subject. It imitates the students in social studies research.

Role play-

Role playing can be defined as an attempt to make a situation clear or to solve a problem by uncharged dramatization. Role playing in the dramatization of an event or situation or a process. Role playing is dealing with problems through cautions. A role is a patterned sequence of feeling words and actions. This method develops the deep understanding of the subject. Students can explore subject matter in varied ways. It develops interpersonal communication. Hearing and speech impaired students enjoy to do role play. It develops the theatrical skills of the students.

Multimedia Approach-

Multimedia refers to content that uses a combination of different content forms. It includes a combination of text audio, still images, animation, video or interactivity content forms.

Multimedia approach can convey vast information and provide many sources from which student can access the information. Multimedia approach definitely improve the teaching learning process. Multimedia approach provides the opportunity to gain mastery of competencies & skills.

Computer Aided Learning (CAL)

In this method specially designed software application are used to learn a subject. This creates an environment where learning and assessment is fun and the opportunities to learn is equitable among the rural and urban children. The main objective of this programme is to attract the children, retain them in schools and to improve the quality of education through animated multimedia based educational content.

Regular use of ICT across different curriculum subjects can have a beneficial motivational influence on students learning. Computer aided learning enhance the quality of education in several ways by increasing learner motivation and engagement by facilitating the acquisition of basic skills and by enhancing teacher training. CAL are also transformational tools which when used appropriately can promote the shift to a learner centered environment.

Conclusion- There are many teaching methods and resources available to teach social science subject. There is the need to select appropriate methods to achieve the desired objectives. The resources can be determined by what is available and relevant to students age, ability and interest. Here discussed a few out of other methods available for use in the teaching of social sciences. The methods discussed are not exhaustive. It is also obvious that no single method of learning can adequately fit all learning situations. However it should be noted that there is no best method of teaching social sciences but combination of the other methods would definitely help in achieving the desired in situational objectives.

References-

Innovative Teaching methods of Social science by Vijay Pal Singh – 2018
Kochhar S.K. 2000, Teaching of social studies New Delhi sterling publishers Pvt. Ltd.
www.Innovative Teaching methods for Social science
www.wikipedia.org.