DON’T TEACH, LET THEM LEARN

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ABSTRACT
Characteristic of a powerful educator is that they don’t teach. Awesome educators build learning encounters that move the students to the driving seat and then the teachers move out of the main scene. Students learn best by specifically encountering the experiences that is physical, passionate, scholarly and moral. An awesome educator will devise an approach to give the students a pressing motivation to learn aptitudes and know the facts and then afterward let them demonstrate that they have learned it by what they can do. An extraordinary educator will keep the students engaged to perceive what intriguing things they will investigate and find every day. Students learn best when they are responsible for their learning. Students should have motivation to learn and to learn chiefly by performing themselves. Teachers ought to change the manner in which they educate so they can fundamentally turn into, let’s say, "learning engineers" instead of "teachers." This paper deals with the revolution in the methods of teaching and the responsibilities and the role of the teachers in the present scenario and the scenario ahead.

Keywords: Teachers, Students, Learning, Teaching, Methods etc.

INTRODUCTION
One characteristic of a powerful educator is that they don’t teach. Awesome educators build learning encounters that move the students to the driving seat and then the teachers move out of the main scene. Students learn best by specifically encountering the experiences that is physical, passionate, scholarly and moral. The routine and drill teaching method which many teachers adopt even today set the children as passive audience. The children have innate capacity to learn, adopt and improvise. The teachers are just needed to guide the youngsters in exploring the world in their own interesting and natural way that is most comfortable to them.

VIEWS OF TEACHING
Great teaching begins with an operational meaning of educating. There are three basic perspectives of what constitutes educating: teaching as transmission, teaching as transaction, and teaching as transformation (Miller, 1996).

- **Teaching as Transmission**: From this perspective, teaching is the act of transmitting knowledge from teachers to students. This is the traditional teacher-centered approach, in which the teacher is the dispenser of knowledge, the arbitrator of truth, and the final evaluator of learning. Here teachers take the lion’s share in the whole teaching-learning activity. An instructor’s activity from this point of view is to supply students with an assigned group of information in a foreordained sequence. Here educating is pot filling process. Scholastic accomplishment is viewed as students' capacity to illustrate, repeat, or retransmit this assigned assemblage of information back to the educator or to some other estimating office or element. From this point of view state standardised tests are thought to be a well-suited proportion of students’ learning.

- **Teaching as Transaction**: From this perspective, teaching is the process of creating situations whereby students are able to interact with the material to be learned in order to construct knowledge. John Dewey had it right in 1935 when he embraced his hypotheses on experiential learning. Today we call this constructivism.
  - **Constructivism/ Experiential learning**: Constructivism is an instructive theory predictable with this view. Here, learning isn't inactive; rather, it is effectively developed or built by students as they associate their past learning and encounters with new data (Santrock, 2004). As every student's past learning and encounters are extraordinary, so too is the translation, comprehension, and significance of the new data that each at last develops. Constructivism expects that learning is made conceivable through the dual factors of social association and concurrent introduction to psychological encounters. Constructivism advances an atmosphere of shared obligation among educator and students, and in this way power and control are shared among all individuals from the classroom network. In a constructivist
Students will be mindful and responsive; and that students who are endowed to learn will build up the basics of natural inspiration and fearlessness to proceed as autonomous students. John Dewey initially gave the idea of 'learning by doing'. An awesome educator will devise an approach to give the students a pressing motivation to learn aptitudes or information and afterward let them demonstrate they have learned it by what they can do. This is called project-based learning.

- **Project-Based Learning**

  Project-Based Learning is an innovative, orderly instructing strategy that advances student commitment through profound examinations of complex inquiries. Put basically: It's learning by doing. When utilizing the project based learning procedure, it is nearly ensured that the undertaking will be interdisciplinary. The educator’s part is to fill in as mentor, directing students to utilize an assortment of assets, utilize a procedure that is fun and inspiring, and reveal content with profundity and broadness. Undertaking Based Learning (PBL) is an instructional approach that urges students to learn and apply information and abilities through a drawing in understanding. PBL presents open doors for more profound learning in-setting and for the improvement of essential abilities attached to school and profession availability.

  Great teacher devises learning encounters that power every one of the students to be locked in much like being in the profound end of the swimming pool. At that point the exercise on arm and leg strokes winds up significant. To take in, the students must accomplish something. We call this performance-based learning.

- **Performance-Based Learning**

  Performance-based learning speaks of an arrangement of techniques for the procurement and use of information, aptitudes, and work propensities through the execution of errands that are significant and connecting with students. Performance-based learning is not a curriculum design. Educators don’t need to "surrender" units of study or most loved exercises in an execution based classroom. Since genuine errands are established in educational programs, instructors can create tasks in light of what as of now works for them. Through this procedure, assignments turn out to be more legitimate and more significant to students. Educators can accentuate the objective of performance based learning to enable students to end up propelled, free students who know and utilize basic ideas, data, learning abilities, and work propensities. Performance-based learning is a way to deal with educating and discovering that underlines students having the capacity to do, or perform, particular abilities because of instruction. In this system, students exhibit the capacity to apply or utilize learning, as opposed to just knowing the data. Performance-based learning normally incorporates exercises and tasks that are genuine and significant to the students. They stack the deck so that students have motivation to learn and in the process can’t resist the urge to learn chiefly by showing themselves. This knowledge then becomes permanent and cherished rather than illusory and irrelevant. Teachers ought to change the manner in which they educate so they can fundamentally turn into, let’s say, "Learning engineers" instead of "teachers." Teachers are not expected to pour knowledge into the heads of learners; rather, they assist the learners in their construction of knowledge by creating experiences where students’ old information can transact with new data to make significant learning (information that is associated with something students definitely know). Scholastic accomplishment from a constructivist point of view is viewed as students’ capacity to utilize this information to tackle true issues or to make items or exhibitions that are esteemed in at least one social setting.

- **Teaching as Transformation**

  From this perspective, teaching is creating conditions that have the potential to transform the learner on many different levels (cognitive, emotional, social, intuitive, creative, spiritual, and other). Transformational teaching invites both students and teachers to discover their full potential as learners, as the members of society, and as human beings. Rousseau was also of view that one should let the kids be free and allow them to do mistakes and learn through those mistakes. An extraordinary educator will keep the students just to perceive what intriguing things they will investigate and find every day. We call this inquiry learning.
• Inquiry Learning

Inquiry based learning is for the most part engaging the student and driving him to understand things. Inquiry here infers on the having abilities and mentality, which enables one to make inquiries about new goals and issues, while he/she is gaining new information. Sadly, our conventional methods for instructing debilitate the procedure of inquiry. It influences the student to get less inclined to making inquiries as they travel through their review levels, they are simply anticipated to tune in and rehash the normal answers. This is because of the absence of comprehension of inquiry based learning. Inquiry based learning isn’t simply making inquiries, yet it is a method for changing over information and data into helpful learning. A valuable use of inquiry based learning includes a wide range of elements, which are, an alternate level of inquiries, a concentration for questions, a structure for questions, and a setting for questions. A decent educator’s worksheet empowers the students to build their investigation abilities by giving diverse methods for survey the world, communicating with it, and effectively presenting new inquiries and issues of everyday life and discovering answers of them. Addressing and discovering answers are a critical factor of inquiry based learning as it helps you in adequately producing information. At last, inquiry based learning is essentially training the students to have a more noteworthy comprehension of the world they work, impart, learn, and live in.

Socrates had it right when he only answered a question with more questions and /look what he produced -- some of the greatest minds that ever lived. We call this the Socratic Method.

• Socratic Method

A definitive transformational objective is to help grow all the more sustaining people who are better ready to see the interconnectedness of all human, plant, and creature life (Narve, 2001). This regularly fast fire trade happens before the whole class so students can work on considering and making contentions on their feet. It likewise encourages them ace the specialty of speaking before huge gatherings. The standard fundamental underlying the Socratic strategy is that students learn using basic reasoning, thinking, and rationale. This method includes discovering gaps in their own particular speculations and after that fixing them up. In graduate school particularly, a teacher will solicit an arrangement from Socratic inquiries in the wake of having an student outline a case, including pertinent legitimate standards related with the case. The objective is for students to solidify their insight into the case by speculation basically under strain. Students learn best when they are responsible for their learning. Students must do the truly difficult work of learning and nothing the educator can state or do will change that. Genuine learning requires doing, not tuning in, or watching as it were. Reliable with the transformative view (Miller, 1996). Learning is said to have happened when these encounters evoke a change of awareness that prompts a more noteworthy comprehension of and watch over self, others, and nature. Scholarly accomplishment from this point of view is like self-realization. That is, it is seen as finding and building up every individual’s novel gifts and abilities Scholarly accomplishment likewise includes getting to be mindful of the various measurements of self and growing one's awareness.

TRANSFORMING EDUCATION

Learning can happen utilizing every one of the above perspectives or methodologies; in any case, it is the perception that the most great and supporting learning encounters are made when value-based and transformational approaches are utilized predominately.

The transformational perspective of educating consolidates the essential components of constructivism and includes significance, awareness, and interconnectedness Schools working from this point of view are spots of inquiry where questions turn out to be similarly as vital as answers. The essential part of educators here is to empower students to find and grasp their inner core and build up their interests and capabilities without bounds to the highest degree conceivable; as such, self-actualization Educational program and curriculum are a way to this end, not an end all by itself. Scholarly accomplishment turns out to be firmly connected with self-realization and is very individualized. Customized objectives and also valid evaluation are utilized to depict learning. Schools and educators are considered responsible by surveying students' and educators’ development toward customized objectives and by looking at the degree to which students are occupied with significant learning encounters.

Teaching children involves motivation and the improvement of communication; teaching is inescapably bound to be the creation of an orderly learning environment. Teaching means getting involved in the lives of the students and getting concerned about their fears and their growth processes. Teacher is not a teacher when he/she answers questions instead of motivating students to ask questions and find answers.
A teacher should provide environment to nourish the child’s curiosity. Job of a teacher is to focus on few things that can be sharply defined, observed and measured. If a teacher supplies satisfaction to curiosity cravings, the child’s curiosity will become more and more pervasive and hence will enrich his whole personality and will develop the habit of working on problems. By adopting these innovative ways and methods of teaching the education system of a country will bring forth capable, inventive and critical minded citizens who will have the ability to actively participate in the development of his country.

CONCLUSION
From the above discussion one fact is clear that there in an urgent need to modify and adopt new teaching methods and strategies for the betterment of pupils. There could have been more Aristotle, Tagore, Vivekananda, Abdul Kalam, Plato, Socrates etc, but the traditional and outdated teaching methods are killing the spirit and enthusiasm of the kids as it do not aim at or allow free shaping and natural growth of personality. When children learn things by themselves, the pleasure is same as that experienced by Archimedes’ cry of 'Eureka'. As, well stated by John Holt that man is by nature a learning animal. Therefore a teacher does not need to make the children learn a thing. A teacher does not need to pressure the mind of students to make sure that they do the learning. All the teachers need to do is to bring as much of the world as possible into the school/classroom and provide children as much help and guidance as they need and ask for. A teacher needs to listen to the children and give respect to their thoughts and have trust in their students that they will perform the best.

REFERENCES