TRADITIONAL VS MODERN METHOD OF TEACHING

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As we embraced the 21st Century of the education system in our country we cannot deny the fact that there are teachers still depend on the traditional classroom methods in spite of the modern technology today. There are some teachers who still facilitated the traditional teaching instruction like the use of textbooks, routinely learning, cover to cover of the books, spoon-feeding, and learning which is done inside the room.

In a typical class, the teacher is the one who directs all the activities and presents knowledge in various parts which are absorbed by the students and to be brought to mind later on a test.

Apparently, we considered these processes as an old style of teaching method. At the same time, the traditional method is the last among the teaching methods in terms of the desired learning outcomes; it is still popular with a great member of the teacher.

According to Garcia (1997) differentiated them the traditional and innovative method:

Traditional Method
1. This method involves the teacher’s holding power which is needed for the teaching-learning process.
2. This usually restrains the class activity within the four walls of the classroom.
3. It prefers for obedience, in such a way expecting students to have a fixed learning results.
4. Emphasizes the “what” of learning, in such a way to obtain on the use of memory work, query and answer method, etc.
5. Difficulties show to be invincible causing the teacher to impede in his teaching.
6. Stresses the addition of learnings among other things; hence, the instruction turn into subject-matter oriented.

Innovative Method

1. Lets all students participate in the activity.
2. Analyzes different pathways for learning
3. Gives students with a certain amount of freedom, in order for them to develop their creativity and resourcefulness.
4. Accentuates the “why” and the “how” of learning, hence strengthens the students to do interested and prior work.
5. Requires teacher’s creativity in encountering problems in teaching, with this require the involvement of the students and the community resources to solve the problems.
6. Aims to develop the cognitive, the psychomotor and the affective domains of learning; thus instruction is child-centered and multi-faceted.