USING INSTRUCTIONAL DEVICES IN TEACHING

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Functional education is the most essential tool for gaining employment, personal growth, economic prosperity, moral development, and positive interpersonal relationships in today's modern society. At the same time, a lack of knowledge can lead to underdevelopment, maladjustment, criminality, poverty, and frustration, among other things. Without functional instructional materials/devices for encouraging inventive invention in new domains, effective teaching may be unavoidable. Education is the cornerstone of a country's beneficial growth and development for every child, regardless of moral, mental, emotional, psychological, or physical circumstances. Teachers who will apply the curriculum are expected to employ a variety of high-quality teaching materials in the classroom for practical and effective teaching and learning activities. Every subject in the school curriculum requires the use of teaching materials/devices. They allow students to participate in ways that help them improve their reading, listening, problem-solving, viewing, thinking, speaking, writing, and media and technology skills (Bukoye, 2018).

Instructional materials/devices act as a channel for the teacher to communicate with the students. They can also be used to motivate students during the teaching-learning process. It's utilized to keep students' attention and keep them from becoming bored. Teaching materials and devices are essential in the classroom, especially for inexperienced teachers. Teachers use instructional materials/devices in every facet of schooling. They require material to provide context for the subject they are teaching. When young instructors first enter the field, they rarely depend on their experience. Teachers typically plan lessons using instructional resources. Teachers also require these materials to assess their students' knowledge. Teachers assess students regularly by
assigning assignments, producing projects, and administering exams. Instructional materials are needed for all of these activities. Rather than telling, hands-on materials demonstrate what improves information retention. I did not teach if you have not learned, is a common adage in the classroom. According to a plausible conclusion, the value of instructional materials/devices of education and learning is best represented by the results of student achievement. Teachers who make an effort to provide educational materials/devices and options that consider the various ways in which students learn and communicate knowledge are more likely to see their students succeed (Adalikwu, and Iorkpilgh, 2013).

In this teaching technique, the teacher's prepared instructional materials/devices take center stage. The teaching aids give the children a hands-on experience with the lesson by allowing them to see, hear, or both. Teachers can plan optimum teaching-learning scenarios in modern classrooms with audiovisual technology and a large selection of audiovisual materials for learning. Today, tape recordings, radio programs, and television classes enhance the teaching of specific science topics. Instructional media encompasses a wide range of audiovisual equipment, from simple sticks, stones, and chalkboards to more modern microfilms and videotapes. In this Covid-19 epidemic, the science teacher must be knowledgeable in developing and employing these non-human tools for effective education (Salandanan, 2012)

References: