



Study of Phases of Teaching: Pre-active, Inter-active and Post-active

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Introduction : Teaching is an integral part of the process of education. It is a system of actions intended to induce learning. Its special function is to impart knowledge, develop understanding and skill. In teaching an interaction occurs between the teacher and the students., by which the students are diverted towards the goal. Thus the sole element of teaching is the mutual relationship or the interaction between the teacher and the students which advances the students towards the goal.

Teaching can be considered as the art of assisting another to learn by providing the information and appropriate situations, conditions or activities .It is an intimate contact between a more mature personality and a less mature one which is designed to further the education of later. The process by which one person helps other in the achievement of knowledge, skill and aptitudes.

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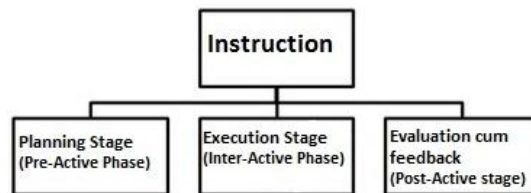
Teaching is a complex task. For performing this task, a systematic planning is needed. Teaching is to be considered in terms of various steps and the different steps constituting the process are called the phases of teaching. The teaching can be divided into three phases:

- PRE – ACTIVE PHASE OF TEACHING
- POST-ACTIVE PHASE OF TEACHING
- INTERACTIVE PHASE OF TEACHING

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Pre – active phase of teaching : In the pre-active phase of teaching, the planning of teaching is carried over. This phase includes all those activities which a teacher performs before class-room teaching or before entering the class- room.

Pre-teaching consists essentially of the planning of a lesson. The planning of lesson needs to be seen in broader terms, not merely the designing of a lesson plan. Planning includes identifying the objectives to be achieved in terms of students learning, the strategies and methods to be adopted, use of teaching aids and so on.

It is the planning phase of instructional act. The foundation of this phase is set through the establishment of some kind of goals or objectives, and discovering ways and means to achieve those objectives. Planning is done for taking decision about the following aspects-

- 1) Selection of the content to be taught
- 2) organization of the content
- 3) Justification of the principles and maxims of teaching to be used
- 4) Selection of the appropriate of methods of teaching
- 5) Decision about the preparation and usage of evaluation tools.

Interactive phase of teaching : The second phase includes the execution of the plan, where learning experiences are provided to students through suitable modes.

As instruction is the complex process by which learners are provided with a deliberately designed environment to interact with, keeping in focus pre-specified objective of bringing about specific desirable changes. Whether instruction goes in a classroom, laboratory, outdoors or library, this environment is specifically designed by a teacher so that students interact with certain specific environmental stimuli, like natural components (outdoor), information from books, certain equipment (laboratory) etc. Learning is directed in pre-determined directions to achieve certain pre-specific goals. This does not, however, mean that, in the pre-determined environment no learning other than what a teacher has decided upon as instructional objectives does not take place. The variety of experiences that students go through with a teacher, among them- selves provide learning opportunities.



All those activities which are performed by a teacher after entering in a class are clubbed (to combine together) under inter-active phase of teaching. Generally these activities are concerned with the presentation and delivery of the content in a class. The teacher provides pupil verbal stimulation of various kinds, makes explanations, ask questions, listen to the student's response and provide guidance.

Post-active phase of teaching: Post-teaching phase, , is the one that involves teacher's activities such as analysing evaluation results to determine students' learning, especially their problems in understanding specific areas, to reflect on the teaching by self, and to decide on the necessary changes to be brought in the system in the next instructional period.

The Post-active Phase this phase concerns with the evaluation activities. This can be done in number of ways including tests or quizzes or by observing student's reaction of questions, comments ,structures and instructed situations.

In this phase, as the teaching task sums up, the teacher asks the questions from the pupils, verbally or in written form, to measure the behaviours of the pupils so that their achievements may be evaluated correctly.

Therefore, evaluation aspect includes all those activities which can evaluate the achievements of the pupils and attainment of the objectives. Without evaluation teaching is an incomplete process. It is related with both teaching and learning. The following activities are suggested in the post-active of teaching-

1. Defining the exact dimensions of the changes caused by teaching.
2. Selecting appropriate testing devices and techniques.
3. Changing the strategies in terms of evidences gathered.

Conclusion : Teaching is a complex activity. It is a process in which students are provided with a controlled environment for interaction with the purpose to. promote a definite learning in them. The environment provided to students is constituted by the content, the teacher who organizes and provides specific learning experiences, different ways and means of providing learning experiences and the school setting. All these components, called instructional components, interact in an interdependent and coordinated manner, in order to bring about the



pre-specified desirable changes in the students. It is this interaction between human and non-human components that makes the process of teaching-learning a highly complex activity.

Teaching is viewed as a comprehensive process, and there has been a tremendous change in the way of understanding teaching and a teacher's roles. Teaching is conceptualized as an active interactive process that goes on between the consciously designed environment and the student, (where teachers may or may not be present), with a definite purpose. It includes all the activities organized by a teacher to bring about learning, be it inside or outside a classroom, with or without the presence of the teacher.

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