

Maxims of Teaching



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What are Maxims of Teaching?



- General Principles that guide the teaching learning process.
- Bases of Psychology, Pedagogy and Practical Experience.
- Help teachers plan, organize and deliver lessons effectively.

Importance of Teaching Maxims



- Make teaching student centered.
- Encourage logical progression in lessons.
- Improves retention and understanding
- Promote holistic and inclusive education.

List of Common Maxims



1. Known to Unknown
2. Simple to Complex
3. Concrete to Abstract
4. Particular to General
5. Whole to Part
6. Easy to Difficult
7. Empirical to Rational
8. Psychological to Logical
9. Analysis to Synthesis
10. Indefinite to Definite
11. Seen to Unseen

From Known to Unknown



- Begin with what learners already know.
- Build knowledge on existing understanding.

Use Students' knowledge of addition before introducing multiplication.



From Simple to Complex



- Start with basic concepts and move to complex ones.

Teach alphabets before teaching words.



From Concrete to Abstract



- Begin with real objects or models or experiences and move to ideas and theories.

Use physical shapes before discussing Geometry.

Concrete



Abstract

From Particular to General

- Teach with specific examples first, then state the rule.

**Show examples of animals before generalizing
“all animals need food.”**



From Whole to Part



- Present the complete idea before breaking it down.

Read the full story, then analyze paragraph by paragraph

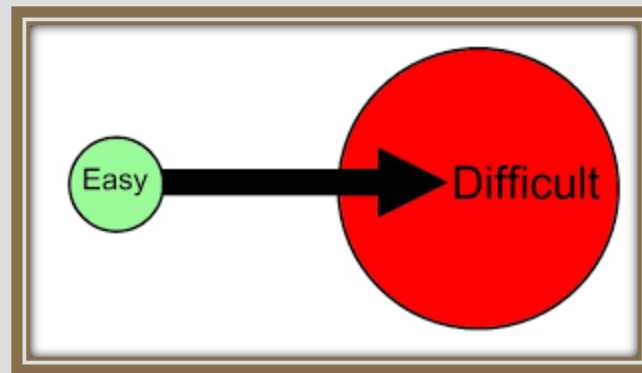


From Easy to Difficult



- Begin with less challenging tasks to boost confidence.

Teach basic vocabulary before complex writing tasks.



From Empirical to Rational



- Start with hands-on experiences before moving to theory.

Use experiments before explaining scientific laws.

From Psychological to Logical



- Organize content based on students' interests, then structure it logically.

Start with a student's hobby topic, then link to curriculum goals.

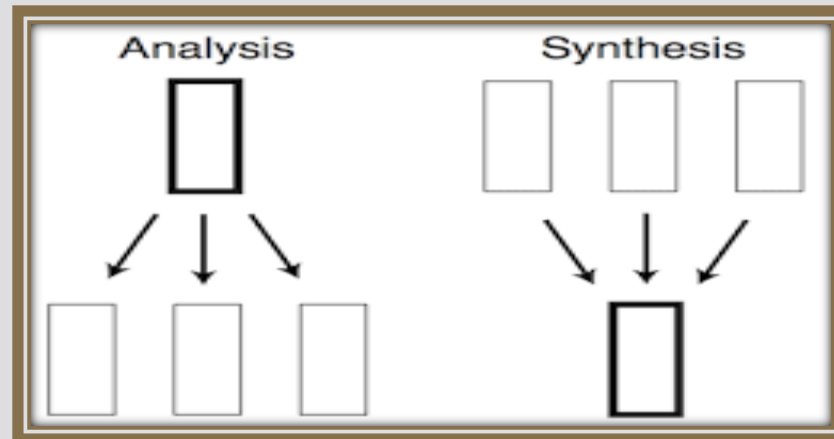


From Analysis to Synthesis



- Break things down before combining them.

Analyze sentence parts, then form a complete sentence.



From Indefinite to Definite



- Move from vague, general and unclear ideas to specific, clear and well defined concepts.

Students know that plants need sunlight, later when they study photosynthesis they know why.

From Seen to Unseen



- Start with things that are visible, observable and then move towards those that are abstract or theoretical.

Use a falling object to explain gravity.



Conclusion



- Maxims make teaching effective and purposeful.
- Tailor the maxims to the students' needs and contexts.



Thank you!