

# How To Teach - Learn Why The Art Of Teaching Based Primarily Upon The Science Of Psychology

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How to Teach Drayton and Naomi explore the psychological basis for learning and provide insight into how one can apply these rules to impart knowledge to others. In no technical terms, it shows the various methods of teaching, the learning processes and how to measure achievement in children. The book is rife with results of surveys and researches and studies and heavily draws upon these to prove the scientific basis for each methodology expounded in the book. Contents I. THE WORK OF THE TEACHER II. ORIGINAL NATURE, THE CAPITAL WITH WHICH TEACHERS WORK III. ATTENTION AND INTEREST IN TEACHING IV. THE FORMATION OF HABITS V. HOW TO MEMORIZE VI. THE TEACHER'S USE OF THE IMAGINATION VII. HOW THINKING MAY BE STIMULATED VIII.

APPRECIATION, AN IMPORTANT ELEMENT IN EDUCATION IX. THE MEANING OF PLAY IN EDUCATION X. THE SIGNIFICANCE OF INDIVIDUAL DIFFERENCES FOR THE TEACHER XI. THE DEVELOPMENT OF MORAL SOCIAL CONDUCT XII. TRANSFER OF TRAINING XIII. TYPES OF CLASSROOM EXERCISES XIV. HOW TO STUDY XV. MEASURING THE ACHIEVEMENTS OF CHILDREN

Book Excerpts: The art of teaching is based primarily upon the science of psychology. In this book the authors have sought to make clear the principles of psychology which are involved in teaching, and to show definitely their application in the work of the classroom. The book has been written in language as free from technical terms as is possible. In a discussion of the methods of teaching it is necessary to consider the ends or aims involved, as well as the process. The authors have, on this account, included a chapter on the work of the teacher, in which is discussed the aims of education. The success or failure of the work of a teacher is determined by the changes which are brought to pass in the children who are being taught. This book, therefore, includes a chapter on the measurement of the achievements of children. Throughout the book the discussion of the art of teaching is always modified by an acceptance upon the part of the writers of the social purpose of education. The treatment of each topic will be found to be based upon investigations and researches in the fields of psychology and education which involve the measurement of the achievements of children and of adults under varying conditions.

Wherever possible, the relation between the principle of teaching laid down and the scientific inquiry upon which it is based is indicated. Any careful study of the mental life and development of children reveals at the same time the unity and the diversity of the process involved. For the sake of definiteness and clearness, the authors have differentiated between types of mental activity and the corresponding types of classroom exercises. They have, at the same time, sought to make clear the interdependence of the various aspects of teaching method and the unity involved in mental development.

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