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PEDAGOGICAL MODELING AND ITS TYPES

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Abstract
The pedagogical models are different approaches to teaching that can be carried out by teachers in the classroom. Teachers perform a number of actions depending on the model they use and focus on different parts of the learning process. Because there are different ways to learn and each student is unique, teachers must be armed with different pedagogical models so that they can adapt to different situations.

Keywords: teachers, students, innovation, learning environment, self-oriented.

Introduction

The pedagogical model is known today as the" traditional teaching model", although it was originally called the"transmission model". This model understands teaching as a direct transmission of knowledge from teacher to student, a full focus on the latter. Students are seen as passive learners without the need to play a role in their learning process in the traditional model. The teacher should try to reveal what he knows as accurately as possible so that students can understand and memorize it. Therefore, the teacher must have great communication skills, in addition to being an expert on his topic. Otherwise, the student will not receive the necessary knowledge to conclude that the study was successful. In addition to this idea, some of the fundamentals of the transmission model are as follows: Students need to learn through self-discipline, as knowledge needs to be repeated over and over again to be able to memorize them. Therefore, defenders of this model believe that it is useful to form the character of students.

Innovations and innovations are not considered at all creativity , instead focused on learning in memorizing information and ideas. Learning is almost exclusively ear-based, so it is not very effective for people who learn better through other senses. Although the low effectiveness of this teaching model has been demonstrated many times, it is still used in almost all modern societies. However, while this is not the right model for most training situations, it has its place at certain times.

Materials and Methods

Pedagogical models are always focused on three elements:

* Designed to teach
* How to train
* How to measure learning if it is achieved

Traditionally, we talked about three different pedagogical models, but in recent years new ways of teaching have been opened. In this way, it is intended to achieve greater flexibility in the transfer of knowledge to students.

Basic pedagogical models:

- Traditional teaching model
- Behavioral pedagogical model
- Constructivist pedagogical model
- Cognitive pedagogical model
- Social pedagogical model
- Romantic pedagogical model
- Pedagogical model on Discovery

Result and Discussion

Student-oriented learning environment

The student-oriented learning environment reflects the characteristics of Constructivism. There is no real consensus on the definition of student-oriented education. However, there is some consensus about student-oriented approaches: students are responsible for their own learning against the teacher's prominent role. The following features are part of student-centered approaches Students are active and independent. The teacher has a leadership or coaching role. Knowledge is seen as a tool instead of a goal. In short, students are actively involved in the learning process, rather than passive information recipients, in a student-oriented learning environment. One of the goals of this environment is to encourage deep learning.

Examples of student-oriented learning environments; Higher education has a variety of teaching methods that can be classified as student-oriented.

Problem-based education

One well-known method is problem-based education (PBL). In PBL, students work collaboratively in small groups on realistic, ill-conceived problems (e.g. describing a situation that can happen in real life) under the guidance of a teacher. The problem (i.e. the actual task) forms the starting point of the learning process.

Students start a discussion about the problem based on general knowledge and their own experiences. Students must formulate learning issues about aspects of the problem that remain unclear during discussion. Later, they themselves look for relevant literature. After self-study, students discuss their findings and solve learning problems together in a group with the participation of a teacher. The teacher directs the discussion rather than informing the students (i.e. scaffolding)

Project-based education and practical training

Project-based learning is somewhat similar to problem learning in that learning is organized around a collaborative goal. The difference between the two methods is that the car is not a problem, but a project. Students must complete a well-defined final product (i.e. project) and the learning process is to solve the obstacles they face in achieving the project. Teachers work as mentors to provide expert guidance and suggestions for improvement. A similar type of instruction is case-based instruction. Students learn on the basis of well-structured circumstances to prepare them for work in their profession. Project and situation-based education differs slightly from problem education in that in problem education, students have more autonomy in defining the goals of the problem and its outcomes.

Inquiry-based education

Student interest plays a large role in this student-oriented type of teaching. Asking questions is the beginning of the approach. Students need to check, create new knowledge and discuss. The role of the tutor is to manage the group process and provide information to students.

Interactive lectures

In general, the lecture is usually not directed to students. In traditional lectures, the teacher transmits information to students and students rely on memorization. At the same time, during lectures, the teacher can try to turn the lecture into an interactive form and focus more on the student. During his lectures, students must come ready and are asked questions. Students answer these questions with electronic devices, so the teacher can see the distribution of the answers given. Students are encouraged to discuss their (different) responses with their peers. Thus, students are encouraged to engage in the learning process and feedback is provided for the teacher and student.

Teacher-oriented learning environment

In contrast to student-oriented education, teacher-oriented education. As expected in this type of learning environment, the teacher is more involved in the learning process of students. For example, by giving direct information and instructions (for example, in a traditional lecture). Typical for a teacher-oriented environment is that information is said independently of the context in which it occurs. In addition, the teacher-oriented environment is characterized as more stable and well structured.

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