

Traditional and Modern Methods of Teaching: A Brief Study

Ms. V. S. S. Durga (satya14sri@gmail.com), Faculty of Science, Hyderabad, India

V. C. Sekhar (vcsekhar1@gmail.com), English Professor, Hyderabad, India



Copyright: © 2025 by the authors. Licensee [The RCSAS \(ISSN: 2583-1380\)](http://www.thercsas.com). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution Non-Commercial 4.0 International License. (<https://creativecommons.org/licenses/by-nc/4.0/>). **Crossref/DOI:** <https://doi.org/10.55454/rcsas.5.07.2025.002>

Abstract: *Teaching is the specific application of knowledge, skills, and attributes meant to provide a unique service to satisfy the needs of society and the individual. Successful teaching requires the use of a variety of instructional strategies to convey knowledge and information to students. The idea of a teaching method is the approach a teacher takes to accomplish the intended outcomes of the learning environment. Teaching methods, depend on a number of factors such as the developmental level of students, goals, intent, and objectives of the teacher, content, and environment including time, physical setting, and resources. Teaching approaches are divided into two categories: teacher-centered and student-centered. The selection of a teaching method is contingent upon the subject matter, classroom demographic and educational philosophy.*

Keywords: Student-Centered Approach, Teacher-Centered Approach, Teaching Methods

Article History: Received: 03 July- 2025; Accepted: 20 July- 2025; Published/Available Online: 30 July- 2025

Instruction

"Teaching is an intimate contact between the more mature personality and a less mature one".

-H C Morrison

In general, teaching is the process by which a teacher imparts knowledge and skills to a student. The broadest definition of teaching is any activity that fosters learning. Teaching is the specific application of knowledge, skills, and attributes meant to provide a unique service to satisfy the needs of society and the individual in terms of education (Sekhar and Murthy, 2024).

Teaching is, broadly speaking, the process by which a teacher guides a student or group of students toward a higher degree of expertise or proficiency (Nilsen and Albertalli, 2002). In the opinion of Desforges (1995), teaching is the deliberate management of students' experiences, mostly in the classroom, with the aim of enhancing their learning.

Teaching has a significant impact on society's growth, development, and progress, making it an essential part of education. It promotes in the development of students' knowledge, expertise, and skills. Students receive instruction from teachers that helps them become more engaged with their peers and coworkers. Consequently, teaching is a crucial component of the educational process and has a positive impact on students' personalities as well as their development in a number of areas.

Successful teaching requires the use of a variety of instructional strategies to convey knowledge and information to students (Mustafa, 2014). According to Hamadnah and Obeidat (2011), teaching is the range of actions a teacher conducts in a particular educational setting to assist the student in achieving particular learning objectives.

Characteristics of Teaching

Regarding the quality of education, teachers bear the most responsibility. Teaching demands dedication, leadership in education, and having the ability to impart knowledge in a way that makes it easy for students to learn it. In order to succeed, teachers have to be able to keep students' attention in class and comprehend their needs and thought processes. So, the following are some of the teaching qualities/ characteristics given for comprehension:

- Guidance and training are the primary functions of teaching.
- Teaching is an effective communication between a teacher and their students.
- Teaching is the art of effectively imparting knowledge to students.
- Teaching is a science that teaches facts and causes about many subjects.
- The process of teaching never ends.
- Students are inspired to learn more and more when they are taught.

- Both formal and informal instruction are used.
- Teaching is a tool that helps students adapt to their surroundings and society.
- Students' cognitive abilities are stimulated and guided toward self-learning through teaching.
- Teaching is a purposeful activity carried out in a professional way with the goal of improving the learner.

Teaching Methods

It is generally known that a teaching method is a collection of guidelines and techniques that educators employ to enhance students' learning. The idea of a teaching method is the approach a teacher takes to accomplish the intended outcomes of the learning environment.

Designing educational experiences, environment, and assignments is influenced by general models and families of instructional methods. It is to consider a course that requires teachers to accomplish certain goals. one cannot achieve all of one's objectives with a single approach; and all learning types with a single approach cannot be simultaneously accommodated.

According to Petrina (2007), "Instructional strategies, or teaching methods, depend on a number of factors such as the developmental level of students, goals, intent, and objectives of the teacher, content, and environment including time, physical setting, and resources".

As per Abdul Hameed and Al Bastami (2012), it consists of a variety of exercises and protocols that the instructor uses in the classroom to convey to the pupils a collection of information and ideas pertaining to the lesson.

In the field of education, modern teaching techniques were employed in the classroom, which helped to advance the process of teaching and learning the subjects, including English (Saada & Al-Dmour, 2017).

Teaching approaches can be generically divided into two categories: teacher-centered and student-centered. However, in practice, teachers frequently modify their lessons by switching between these approaches based on the prior knowledge, expertise, and intended learning objectives of their students.

In a teacher-centered learning model, the primary authority figure is the teacher. It is assumed that students are "empty vessels" whose main function is to passively absorb knowledge through lectures and direct instruction. The main responsibility of educators is to impart knowledge and information to their learners.

In the student-centered learning approach, both teachers and students actively participate in the learning process, but teachers are serving as the authority figure. This method is also known as authoritative. The main responsibility of the teacher is to guide and support students' learning and general content comprehension. Formal and informal evaluation methods, such as group projects, student portfolios, and participation in class, are employed to evaluate students' learning. Teaching and evaluation go hand in hand; throughout teacher instruction, student learning is continuously measured.

Traditional and Modern Methods of Teaching

The teacher-centered approach of traditional teaching methods emphasizes rote memory and recitation, with the instructor delivering material mostly through lectures, textbooks, and other presenting formats. Students usually receive information passively, with less emphasis on critical thinking, teamwork, or active engagement.

Modern teaching approaches, on the other hand, place an emphasis on dynamic, student-centered learning experiences that take advantage of technology and accommodate a variety of learning preferences. These techniques involve inquiry-based learning, project-based learning, collaborative learning, and flipped classrooms, to name a few. Through interactive and hands-on exercises, they hope to develop students' critical thinking, problem-solving abilities, and deeper comprehension.

Difference Between Traditional and Modern Methods of Teaching

For centuries, traditional teaching techniques have been employed, and they are still widely used in many educational environments. Traditional teaching approaches still have a number of benefits, even though contemporary approaches offer innovations and advancements.

The effectiveness of instruction and student learning outcomes are enhanced by many advantages of modern teaching strategies. The differences between traditional and modern teaching methods are as follows:

Aspect	Traditional Methods of Teaching	Modern Methods of Teaching
Approach	Teacher-centered	Student-centered
Instruction Style	Lecture-based	Interactive and engaging
Learning Focus	Rote memorization	Critical thinking and problem-solving
Student Participation	Passive	Active
Interaction	Limited	Emphasized, including group activities and discussions
Technology Integration	Limited	Integrated, using various technological tools and resources
Teaching Tools	Textbooks, chalkboards, worksheets	Computers, interactive whiteboards, multimedia presentations
Assessment Approach	Emphasis on testing and grades	Focus on formative assessment, feedback, and skills development
Learning Environment	Structured and formal	Flexible and adaptable
Skill Development	Emphasis on basic skills and content knowledge	Focus on critical thinking, creativity, and real-world application

Table 1: Difference Between Traditional and Modern Methods of Teaching (source: <https://testbook.com/ugc-net/>)

Different Types of Teaching Methods

Teaching methods are strategies for assisting students in reaching the intended learning objectives, while activities are the various ways in which these strategies are put into practice. Teaching strategies aid in improving students' comprehension of the material and educating them about its practical applications. Teaching methods categorize instruction based on its objectives and potential means of achieving them.

The general ideas, pedagogy, and management techniques applied in the classroom are referred to as teaching methods. The selection of a teaching method is contingent upon the subject matter, classroom demographic, and educational philosophy. There are four teaching theories categorized on the basis of two main criteria: a teacher-centered approach and a student-centered approach. Different teaching strategies may result in various learning outcome improvements. The various teaching approaches can be divided into the following broad categories:

- Teacher-Centered Methods
- Learner-Centered Methods
- Content-Focused Methods
- Interactive/Participative Methods

Teacher Centered Methods: Teachers are the primary source of authority in the teacher-centered approach to education. In this situation, the instructor positions themselves as subject-matter experts. The students view the instructor as an authority or an expert. It is assumed that learners, on the other hand, are passive and receptive to the teacher's information. With the ultimate goal of testing and assessment, students are seen as "empty vessels" whose main function is to passively absorb knowledge through lectures and direct instruction. Teachers' main responsibility is to impart knowledge and information to their students. Teaching and assessment are seen as two distinct processes in this concept.

These techniques include lecture or expository approaches, which call for little to no participation from students in the learning process. Such approaches are referred to as "closed-ended" because of the students' disengagement from the material.

Learner Centered Methods: Although instructors are the model's authoritative figure, both teachers and students actively participate in the learning process in the student-centered approach to teaching. In learner-centered approaches, the instructor is simultaneously a teacher and a student. In order to guide and support students' learning and overall grasp of the content, the instructor also performs the role of a learner, according to Lawrence Stenhouse. Group projects, student portfolios, and participation in class are examples of both official and informal evaluation methods used to gauge student learning. Instruction and evaluation go hand in hand; during teacher instruction, student learning is continuously assessed. Class involvement, demonstration, recitation, memory, or mixtures of these are examples of common teaching strategies. Instead

of being an authority, the teacher "becomes a resource." Learner-centered approaches include inquiry-based learning, discussion-based learning, and more.

Content-Focused Methods: This type of approach requires that both the instructor and the students align with the material being taught. This usually indicates that the knowledge and abilities to be imparted are considered sacred or extremely significant. Clarity and thorough content analysis are heavily emphasized. Neither the instructor nor the students are allowed to change or criticize any aspect of the subject matter. The programmed learning strategy is one example of a system that puts the interests of the teacher and students below the subject.

Interactive/Participative Methods: This fourth category incorporates elements of the other three approaches without necessarily placing an excessive amount of focus on the instructor, the material, or the student. These approaches are motivated by situational analysis, which determines what is best for us to learn or do at this time based on the circumstances of both the teacher and the students. They necessitate a collaborative comprehension of diverse domains and factors.

Thus, there are many various teaching approaches that can be applied in different ways, depending on the students' age, body type and physique, among other factors.

Factors Affecting Teaching Methods

The pedagogical approaches used in educational settings are shaped by a wide range of factors that impact teaching methods. Every technique has an impact on teaching strategies in one way or another.

- **Type of Subject Matter:** The methods used for teaching and learning must vary depending on the subject. For instance, language arts might include additional reading and writing tasks, while mathematics might call for more problem-solving activities.
- **Age and Stage of Students' Growth:** The teaching strategies used must be suitable for the students' developmental stage and age. However older students can be more interested in conversations and critical thinking exercises, younger learners might benefit more from practical exercises and visual aids.
- **Environment for Learning:** Teaching strategies are impacted by variables like class size, resource availability, and technology infrastructure. While access to technology might enable participatory and multimedia-rich training, larger classrooms could call for more structured methods.
- **Social and Cultural Aspects:** Teaching strategies are influenced by cultural norms, values, and expectations. It's critical to take cultural diversity into account and modify teaching strategies to better suit the experiences and backgrounds of your students.
- **Innovations in Technology:** With the advent of new teaching tools and platforms, technology has completely changed the way that education is delivered. Technology integration in the classroom can improve student participation, teamwork, and resource availability.
- **Teacher Knowledge, Experience, and Pedagogical Perspectives:** Teachers' instructional practices are influenced by their beliefs, abilities and knowledge about teaching. Teachers may use techniques they are accustomed to or feel work best given their education and expertise.
- **Curricular Criteria and Institutional Policies:** Based on institutional aims, curriculum standards, and assessment systems, schools and other educational institutions may have particular rules or specifications for instructional strategies. It could be necessary for educators to modify their teaching methods to comply with these regulations.

Conclusion

Broadly speaking teaching is the process by which a teacher imparts knowledge and skills to a student. Teaching is the specific application of knowledge, skills, and attributes meant to provide a unique service to satisfy the needs of society and the individual. Successful teaching requires the use of a variety of instructional strategies to convey knowledge and information to students. The idea of a teaching method is the approach a teacher takes to accomplish the intended outcomes of the learning environment. The teacher-centered approach of traditional teaching methods emphasizes rote memory and recitation, using lectures,

textbooks, and other presenting formats. Whereas, modern teaching approaches place an emphasis on dynamic, student-centered learning experiences taking advantage of technology and accommodate a variety of learning preferences. Thus, there are many various teaching approaches that can be applied in different ways, depending on the students' age, body type and physique, among other factors.

References

- Abdel Hameed, K. & Bastami, D. (2012). Teaching strategies. Riyadh, Al-Mutanabbi House.
- Al-Ghasab, G. B. (2022). Reality of using modern teaching methods in teaching English language among teachers. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 10(2), 512-527. <https://doi.org/10.46328/ijemst.2411>
- Al-Sliti, F. (2008). Learning and Teaching Strategies: Theory and Practice. Irbid, Modern World of Books.
- Andrei, Mihaela et al. (2022). Modern Teaching Methods Adapted to University Education. *International Conference on Studies in Education and Social Sciences*. www.iceses.net November 10-13, 2022.
- C. Desforges, An introduction to teaching: Psychological perspectives, Wiley, John & Sons Incorporated, New Jersey, 1995.
- Cruickshank, D.R., Bainer, D. and Metcalf, K. (1995). The act of teaching. U.S.A: McGraw- Hill Inc.
- Hamadnah, M. & Obeidat, K. (2011). Teaching concepts in the modern era: methods, styles, strategies. Irbid, Modern World of Books.
- Human Peritus (blog). Factors affecting Teaching. <https://humanperitus.in/factors-affecting-teaching/>
- Isola Rajagopalan. "Concept of Teaching." *Shanlax International Journal of Education*, vol. 7, no. 2, 2019, 5-8. DOI: <https://doi.org/10.34293/education.v7i2.329>
- Mustafa, A. (2014). Effective Teaching Strategies. Alexandria, Dar Al-Wafaa for the World of Printing and Publishing.
- Nilsen, A.B. & G. Albertalli, Introduction to learning and teaching infants through elementary age children, Delmar, New York, 2002.
- Petrina, Stephen (2007). Advanced Teaching Methods for the Technology Classroom. Published in the United States of America by Information Science Publishing (an imprint of Idea Group Inc.)
- Saada, J., & Dmour, S. (2017). Problems of teaching English to first year secondary students in Karak Educational Directorate from the teachers' point of view. *Zarqa Journal of Research and Human Studies: Zarqa University*, 17, 237-250.
- Sekhar, V C and Murthy, NSR (2024). A Review of Teaching Methods: Inductive and Deductive. ISSN: 2583-1380. Vol. 4 | Issue No. 6 | June 2024. <https://doi.org/10.55454/rcsas.4.06.2024.001>
- Theresa Ebiere Dorgu (2015). Different Teaching Methods: A Panacea for Effective Curriculum Implementation in the Classroom. *International Journal of Secondary Education. Special Issue: Teaching Methods and Learning Styles in Education*. Vol. 3, No. 6-1, 2015, pp. 77-87. doi: 10.11648/j.ijssedu.s.2015030601.13
- TIAS (2021). Pedagogy - Different Methods and Techniques of Teaching. TECNIA Institute of Advanced Studies.
- UGC NET Notes and Study Material 2025: <https://testbook.com/ugc-net/study-material>.

Websites

- <https://www.suraasa.com/blog/modern-teaching-methods#:~:text=Modern%20teaching%20is%20marked%20by,Related%20Resource>
- https://en.wikipedia.org/wiki/Teaching_method
- https://en.wikipedia.org/wiki/Educational_research
- <https://testbook.com/ugc-net-paper-1/traditional-teaching-method>

Conflict of Interest: The authors declare "No conflict of Interest".

APPENDIX

