THE METHODIC OF DEVELOPMENT THE INNOVATION TECHNOLOGIST

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ANNOTATION

The article considers of process methodic of development the innovation technologist in higher education.

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INTRODUCTION

The teacher is advised to use these similar approaches to enhance learner's competences. This will enable the learner to transfer the concepts and knowledge in other situations in life. Teaching today is associated with enabling learners acquire knowledge; develop skills, values and positive attitudes. This is achieved by use of different methods which include telling, explaining, discovery and demonstration, among others. The curriculum gives guidance to the teacher on how to enable the learners acquire the specified competences in the three learning domains: cognitive, psychomotor and affective domains. The competences in the curriculum are carefully selected and are important in the development of a holistic learner. Besides guiding the development of competences, teaching also enables the learning of content from the curriculum that must be guided through organised activities. It is through a known language as a medium of instruction that pupils understand what they are supposed to do, why they should do it, how to do it and when to do it. If pupils do not understand what they are supposed to do and how to do it, they may not get full advantage of the learning activity. These learning activities should include modelling, drawing and shading as well as measuring and observing things in the environment with a purpose of helping the learner to carry out and learn from the activities. This is the learner-centred approach and the teacher must gather information on how well a learner has been able to benefit from the learning activities, thus culminating into continuous assessment.

Integrating continuous assessment in the teaching-learning process enables learners to receive immediate feedback about their performance. This provides them with the opportunity to know how well they are doing and what else they can do to correct their mistakes. The teacher must carry out continuous assessment in thesame medium of instruction [1].

A method is a systematic procedure of doing something. In teaching, such a procedure should be one which elicits effective learning. It should therefore be orderly and well planned for action. Effective teaching in the local language depends on how well the four language skills: listening, speaking, reading and writing, are developed by learners. Amongst these four skills, the reading skill enables the learner to make a breakthrough to literacy. It is a vital skill in the learning experience. Therefore there is need to pay particular

attention on how learners develop the reading skill.

The common methods of teaching reading in primary classes are the: phonic method, syllabic method, whole word and whole sentence (look and say) method and eclectic method. However,

it is important to note that there is no single method that can be used independent of the other in teaching reading especially in as far as the different 1ypes of learners are concerned. Therefore, the teacher should use these methods in a complementary way according to the needs of the learner. He/she should pay attention to the learning achievement of each learner as the teaching progresses. Note that some methods are more effective in guiding learners to acquire specific competences in local language depending on the concepts the learner is expected to develop. If the teacher chooses to teach numeracy integrated in literacy, he/she should ensure that numerals are included in the words children read. The detail of each of the methods for teaching reading in local language has been outlined below.

The phonic method involves decoding or interpreting a letter or group of letters and pronouncing (silently or orally) the sounds that they represent. It is based on the letters of the alphabet being sounded as individual letter sounds to form words.

Continuous assessment of learners' progress can be taken as a mechanism for the grading of learners in the cognitive, affective and psychomotor domains of learning. The teacher should systematically take account of the entire learner's performances during the learning process and develop a mechanism for taking note of each learner's continuous learning achievements. Assessment in the cognitive domain is associated with the process of acquiring knowledge and understanding of the content. The affective domain applies to characteristics such as attitudes, participation, interests and other personality traits. Assessment in the psychomotor domain involves assessing the learner's ability to use his or her body parts like the hands in handwriting or construction and acting in role play. The legs can be used in ball games and other plays. In order to provide for daily continuous assessment as well as end of term examinations, explicitly assessment activities are built into the daily teaching and learning activities. The teacher can make every Friday an assessment day since this is when the sub-themes in the curriculum end. The teacher should get the tasks for the children which they can be able to perform on their own and assess these since they will have been engaged in similar activities throughout the week. This provides greater opportunities to assess and record the developing of competences of the learners as they work collaboratively with their classmates to complete the tasks [2].

Continuous assessment as an assessment approach will aid in getting information about the learners, which is used to help in understanding learners' commitment to tasks over time, their workforce, readiness and their competence in individual, team or group tasks. Since these learners are young, the teacher needs to motivate them to enjoy learning. Assessment of the various components of learning will help to keep the teaching focused.

It is unfortunate, but true, that some academics teach students without having much formal knowledge of how students learn. Many lecturers know how they learnt/learn best, but do not necessarily consider how their students learn and if the way they teachis predicated on enabling learning to happen. Nor do they necessarily have the conceptsto understand, explain and articulate the process they sense is happening in their students. Learning is about how we perceive and understand the world, about making meaning. But 'learning' is not a single thing; it may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behaviour appropriate to specific situations; it is about change. Despite

many years of research into learning, it is not easy to translate this knowledge into practical implications for teaching. There are no simple answers to the questions 'how do we learn?' and 'how as teachers can we bring about learning?' This is partly because education deals with specific purposes and contexts that differ from each other and with students as people, who are diverse in all respects, and ever changing. Noteveryone learns in the same way, or equally readily about all types of material. The discipline and level of material to be learnt have an influence. Students bring different backgrounds and expectations to learning. Our knowledge about the relationship between teaching and learning is incomplete and the attitudes and actions of both parties affect the outcome, but we do know enough to make some firm statements about types of action that will usually be helpful in enabling learning to happen. In this chapter someof the major learning theories that are relevant to higher education are introduced. In thediscipline of education a theory is something built from research evidence, which mayhave explanatory power; much educational research is not about proving or disprovingtheories, but about creating them from research data [3].

LITERATURE

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