

## **IMPACT OF DISCUSSION AS TEACHING METHOD AT MIDDLE SCHOOL LEVEL**

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### **ABSTRACT**

Discussion as a teaching method consists of open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of development of students thinking, learning, problem solving, understanding and. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, interpretation of the matter. Present study is focused on finding of impact of discussion as teaching method on male and female of middle level classes.

**KEYWORDS: Teaching Method, Discussion, Collaborative**

### **INTRODUCTION**

Discussion as one of the most challenging teaching methods can also be one of the most rewarding. Using discussions as a teaching method allows stimulating critical thinking. As a rapport establish with students, teacher can demonstrate appreciation their contributions at the same time. Discussion presents a challenge them to think more deeply and to articulate their ideas more clearly. Frequent asked questions whether by teacher or by the students provide a means of deep thinking, learning the concepts of the subjects.

Discussions may occur among members of a dyad, small group, or whole class and be teacher-led or student-led. They frequently involve discussion of a written text or instantaneously views present in mind. Discussion can also focus on a subject content, problem, and issue. An important advantage of discussion is that students get ability in the construction of knowledge, understanding and interpretation.

For result oriented, effective discussion teacher should summarize the major ideas, appropriate points. He should integrate student responses in the discussion promoting student-teacher and student – student interaction. Verbal and non-verbal cues should be used to encourage participation. Balance between controlling the group dynamic and letting group members speak requires. Organizer should show respect for all questions and comments. 5-10 seconds to think and formulate a response should be given to participants. If 10-15 seconds pass without anyone answer

and the students are giving puzzled look, rephrase question. Teacher should not apt to answer questions, which will create a condition students will hesitate before answering.

**OBJECTIVE OF STUDY**

- Finding of impact of discussion as teaching method on male students of middle school
- Finding of impact of discussion as teaching method on female students of middle school

**HYPOTHESIS**

1. There is no significant impact of discussion as teaching method on male students of middle school.
2. There is no significant impact of discussion as teaching method on male students of middle school.

**METHODOLOGY**

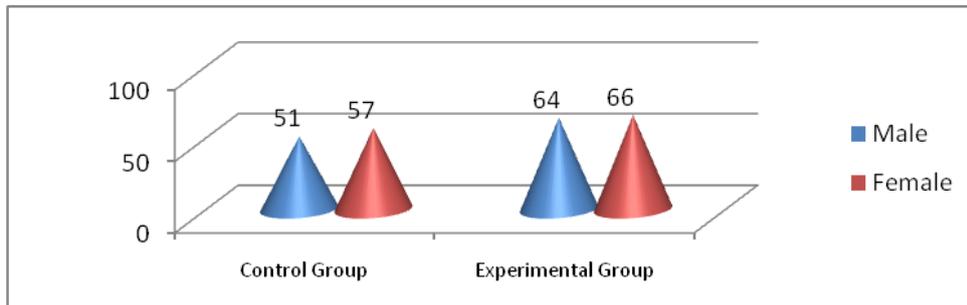
Descriptive survey method was used for present study. 200 male and 200 female students of middle classes were randomly selected as sample. 2 groups were prepared as control group and experimental group. Both groups were consists of 100 male and 100 female. Control group was taught using traditional teaching method while experimental group was taught using discussion method. After teaching they were tested for learning using self-prepared test paper. Collected data was tabulated and comparatively analyzed using mean, standard deviation and t value as statistical tools.

**FINDING AND ANALYSIS**

Data table shows that male of control group has mean value 51 with standard deviation 0.92 while experimental group shows mean value 64 with standard deviation 0.97. Calculated t value is 0.82. Hence hypothesis 1, there is no significant impact of discussion as teaching method on male students of middle school is rejected.

**Table: Impact of Discussion as Teaching Method**

Gender	Control Group		Experimental Group		t Value
	Mean Value	Std. Deviation	Mean Value	Std. Deviation	
Male	51	0.92	64	0.97	0.82
Female	57	1.03	66	0.94	0.78



**Chart: Impact of Discussion as Teaching Method**

Among female students, mean value of control group is found 57 with standard deviation 1.03, on the other hand experimental group related mean value is 66 with standard deviation 0.94. t value is calculated as 0.78. Thus hypothesis 2, there is no significant impact of discussion as teaching method on male students of middle school is rejected.

### **CONCLUSION**

Discussion has proved as an effective teaching method for middle school students. They don't need to cram subject matter. They have deep understanding of subject concepts. Students taught by this method have better performance. Logics and reasoning power of students develop. Such teaching methods should be promoted by teachers for mental development of students.

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