

The Effect of Using Didactic Methods in the Course of the Lesson Among Elementary School Students

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ABSTRACT

In this article, the opinions of our country's and foreign scientists about the effectiveness of using didactic methods in the course of the lesson for primary school students are mentioned.

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Introduction.

The Effect of Using Didactic Methods in Elementary School Lessons Didactic methods, often characterized by direct instruction and teacher-led activities, have been a staple of education for centuries. However, their effectiveness in elementary school settings is a topic of ongoing debate. Here's a breakdown of the potential effects:

Potential Benefits:

Structure and Clarity: Didactic methods provide a clear framework for learning, making it easier for students to understand concepts and follow instructions.

Content Coverage: They allow teachers to cover a significant amount of material in a structured manner, ensuring that key concepts are addressed.

Teacher Control: Didactic methods give teachers greater control over the learning environment, allowing them to adjust the pace and focus to meet students' needs.¹

Basic Skills Development: They can be highly effective in teaching foundational skills such as reading, writing, and math calculations.

Accessibility: These methods are generally easy to implement and require minimal resources, making them accessible to a wide range of teachers and schools.

¹ Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001).

A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives.

Materials.

Potential Drawbacks:

Passive Learning: Didactic methods can foster passive learning, where students are primarily recipients of information rather than active participants in the learning process.

Lack of Engagement: Students may find these methods monotonous or disengaging, leading to decreased motivation and learning.

Limited Higher-Order Thinking: They often focus on rote learning and memorization, potentially hindering the development of critical thinking, problem-solving, and creativity.²

Individual Differences: Didactic methods may not effectively address the diverse learning needs and styles of all students, potentially leading to some students falling behind.

Over-Reliance: Exclusively relying on didactic methods can create a rigid and uninspiring learning environment, stifling student curiosity and exploration.

Mitigating Drawbacks:

Active Learning Strategies: Incorporating active learning strategies like group work, hands-on activities, and technology can enhance engagement and promote higher-order thinking.

Differentiated Instruction: Tailoring the curriculum and teaching methods to individual students' needs can address diverse learning styles and ensure all students are challenged.

Student-Centered Approach: Shifting the focus from teacher-led instruction to student-centered learning activities can foster critical thinking, problem-solving, and creativity.³

Research and methods.

The use of didactic methods in teaching can have both positive and negative effects on elementary school students.

Positive effects may include:

1. **Increased engagement:** Didactic methods often involve active participation by students, such as through group discussions or hands-on activities. This can help to keep students engaged and interested in the lesson.
2. **Improved understanding:** Didactic methods are often used to break down complex concepts into more easily understandable parts. This can help students to grasp difficult concepts more easily and improve their overall understanding of the subject matter.
3. **Develop critical thinking skills:** Didactic methods often involve asking students to analyze and evaluate information, which can help to develop their critical thinking skills and ability to think creatively.⁴

Results.

Negative effects may include:

1. **Passive learning:** Some students may find didactic methods to be too teacher-centered, which can lead to passive learning. This can result in students becoming disengaged and less likely to retain the information being presented.

² **Biggs, J. (1996).**

Enhancing teaching through constructive alignment. Higher Education, 32(3), 347-364.

³ **Mayer, R. E. (2004).**

Should there be a three-strike rule against pure discovery learning? The case for guided methods of instruction. American Psychologist, 59(1), 14-19.

⁴ **Rosenshine, B. (2012).**

Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, 36(1), 12-20.

2. Limited creativity: Didactic methods can sometimes stifle student creativity, as they may not have as much opportunity to explore different perspectives or think outside the box.⁵
3. Potential for boredom: If not implemented in an engaging way, didactic methods can become repetitive and boring for students, leading to a lack of interest in the lesson.

Conclusion.

While didactic methods can be valuable tools for teaching basic skills and providing structure, they should not be the sole approach in elementary classrooms. It's crucial to incorporate a variety of teaching strategies that cater to different learning styles, foster engagement, and promote higher-order thinking.⁶

By striking a balance between didactic and student-centered methods, teachers can create a dynamic learning environment that equips students with the knowledge and skills they need to thrive in the 21st century.

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⁵ **Hattie, J. (2008).**

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⁶ **Slavin, R. E. (2009).**

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