e-ISSN:2582 - 7219

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH IN SCIENCE, ENGINEERING AND TECHNOLOGY

Volume 4, Issue 8, August 2021

INTERNATIONAL STANDARD SERIAL NUMBER INDIA

Impact Factor: 5.928

International Journal Of Multidisciplinary Research In Science, Engineering and Technology (IJMRSET)

| ISSN: 2582-7219 | www.ijmrset.com | Impact Factor: 5.928|

| Volume 4, Issue 8, August 2021 |

|DOI:10.15680/IJMRSET.2021.0408024 |

Traditions, Conflicts, and Innovations in the Pedagogy of English Literature

Anita Singh

Associate Professor, English, Govt. PG College, Sec. 1, Panchkula, India

ABSTRACT: Significant shifts are happening in the twenty-first century as a result of breakthroughs in science, informatization, globalisation, and the advancement of astronautics, robotics, and artificial intelligence. Digital tools and information have been termed the hallmarks of our century. In what ways does the 21st century affect education there? What shifts occur in the theory of learning? There is a common feeling today that the classroom has not evolved much in the previous century or perhaps the last two centuries. Are the educators successful in implementing new methods? The chapter's goal is to examine educators' grasp of shifting pedagogical tenets and provide a succinct summary of recent shifts in the field. Expanding the field of pedagogy, having an ecological perspective on education, adapting to the needs of today's digital youth, and creating new educational opportunities are all topics we explore in this chapter. Literally and symbolically speaking, there are two tiers to the philosophy of education. Decentralisation and diversification, internationalisation of education, and the use of digital technology all take place at the macro level in the "education-society" interaction. A fusion of activity theory and the theory of the energetic and informative environment, of cognition with constructivism and connectivism, and of these approaches in the "teacher-learner" connection at the micro-level.

KEYWORDS :didactics,digital generation,innovative teaching methods,environmental approach to teaching

I. INTRODUCTION

There have been major shifts in classroom instruction since the turn of the century. The teaching methods used in the 20th century are not the same as those used in the 21st. Since the turn of the millennium, there have been numerous shifts in the evolution of educational systems around the globe. The Internetization of culture and the rise of digital technology in education have been the most noticeable trends in recent years. The current crop of preteen males go under a variety of labels, including digital, socially digital, and generation Z [1, 2]. The acquisition of information is the change from hearing a teacher talk to seeing and hearing what they have to say or participating in classroom debate.
Life, communication, thought, emotion, social impact, and social skills and behaviour are all altered by the advent of digital technology. "The high-tech environment," Myamesheva writes, "reshapes the human brain" (this includes things like computers, smart phones, video games, and internet search engines). [3].

The most noticeable shift is the result of theoretical developments in didactics and pedagogy. Pedagogy's original definition in the field of domestic science—"science of upbringing, teaching, and learning"—has been recast as "science of upbringing and education." "Upbringing" was the focus of teaching in the 20th century. [4] Pedagogy is fundamental to the educational process. In order to better equip today's youth for the challenges of tomorrow, educators must reevaluate and modernise the teaching methods they now use. Nonetheless, schools continue to be viewed as very resistant places for innovation, despite increased reporting of teachers and schools that are doing so. This paper brings together prominent educators to reflect on major pedagogical themes, including the significance and difficulties of introducing new pedagogies. In particular, each chapter focuses on a different instructional aspect that, taken as a whole, provides a theoretical basis for doing anything. This structure goes beyond a superficial examination of isolated advances. This aids in the explanation of how new forms of education may be created, implemented, and expanded. Amelia Peterson demonstrates the centrality of purpose in pedagogy in her first contribution, and in Hanna Dumont's subsequent part, adaptive instruction is examined as a unifying notion in education. Amelia Peterson's dual-level concept of pedagogies as hybrids is unpacked next. Individual approaches to education are combined in the first layer, while wider educational goals are addressed in the second. Marc Lafuente investigates pedagogies in a variety of fields, including mathematics, second language acquisition, and social and emotional development. Then he discusses the impact that technology and "new learners" are having on educational policy and practise. In her last section, Nancy

| ISSN: 2582-7219 | www.ijmrset.com | Impact Factor: 5.928|

| Volume 4, Issue 8, August 2021 |

|DOI:10.15680/IJMRSET.2021.0408024 |

Law focuses on change, particularly as it applies to technological developments in classroom instruction. Her new line of thought is grounded on a theory of change that takes into account the need of consistency at all levels of schooling.Pedagogies serve as guides for the many choices that educators must make while planning lessons. When current pedagogical practises fall short of meeting students' needs, innovators in the field look to the past for inspiration and forge new connections between previously unrelated ideas, tools, and methods. Historically, educators have made pedagogical decisions on the fly or based on their own experiences in teacher preparation or their own education (Lortie, 2002). However, in contexts where educators have access to high-caliber professional development opportunities and resources, they are better able to collaborate on pedagogical choices that will have the greatest impact on student learning (Vieluf et al., 2012; Jensen et al., 2015). In order to help educators make better pedagogical choices, researchers have focused on a few key areas (Hattie, 2011; Higgins, et al., 2015). To be sure, determining what pedagogies are "effective" as measured by a variety of indicators of student growth is just one of the process of creating and choosing them. Pedagogies vary because their underpinning theories of learning reflect divergent philosophical and psychological perspectives on what constitutes a meaningful educational experience. Only by considering the complete range of goals pursued by different pedagogies can their relative efficacy be assessed. Therefore, it is not necessary to reach a consensus on the desired results of education before getting started. This doesn't imply that all pedagogies serve the same function, but it does suggest that we need to evaluate them with an eye towards their aims.

Adaptive English teaching as a general pedagogical approach

The practise of tailoring lessons to the needs of individual pupils has been around since ancient times (see Corno, 2008). At the turn of the 20th century, psychologists influenced by the newly developed psychometric intelligence and achievement tests and education scholars involved in progressive education movements (for an overview, see Graumann, 2002) emphasised that teachers should pay closer attention to student differences (Washburne, 1925). Then, in the 1970s, interest in the topic again peaked with the so-called ATI research in educational psychology (Cronbach & Snow, 1977). It was hypothesised in this field that different learners would respond differently to different treatments (methods of education) based on their individual traits and abilities. During this time, several formally adaptive educational programmes were developed (Wang, 1992; Wang and Lindvall, 1984; Waxman et al., 1985), and the terms "adaptive education" and "adaptive instruction" were introduced (Glaser, 1977, Cronbach, 1967). The goal was to identify the optimal strategy for teaching each individual student or cluster of kids with similar features so that instructors could better cater to their needs. The main conclusion drawn was that the amount of structure presented by the instructor interacted with the pupils' overall cognitive capacities. Lessons are split down into manageable chunks, students get regular feedback, and course material is presented in a clear manner in high-structure treatments such as direct teaching or teacher-controlled classroom settings. According to the findings of the ATI study, these classrooms are more effective for children with lower scores on tests of general ability than less structured classrooms. Higher-ability kids, on the other hand, do better in less structured settings, such as exploration learning or learner-centered classrooms

Memory, focus, and cognition all shift for today's digital natives, as shown by studies by Soldatova and Zotova. Mnemonic processes must adapt to the new reality in which knowledge may be accessed instantly from an early age. To begin, the information stored in one's memory is not the substance of any given networked information source, but rather the location of that information, and more specifically the "way" or path taken to go there. The average attention span is a full ten minutes less than it was only a decade or two ago. Clip thinking is a modern phenomena. Instead of relying "on logic and text associations" [20], it uses fragments processed from visual imagery.

Different educators have widely different views on how best to adapt to new circumstances, ranging from a staunch adherence to status quo views (i.e., teaching today's students the same way they were taught a century ago) to calls for a radical overhaul of the educational system. Our stance is based on research into the effects of media on young men's identities as well as the ambivalence principle, the continuity of "tradition innovation," and the necessity for active research into the phenomena of electronic and visual culture. Life, communication, thought, emotion, social impact, and behaviour are all altered by the advent of digital technology [21].

Because of their greater propensity for short-term memory, today's schoolchildren and students need innovative strategies for encoding information into long-term memory and fostering the growth of skills. Teachers are cognizant of the challenge of instilling logical reasoning in their student body. The differences between the "superficial" and "deep"/"deep" methods of learning are intriguing. A shallow method would be to memorise the text without paying

| ISSN: 2582-7219 | www.ijmrset.com | Impact Factor: 5.928|

| Volume 4, Issue 8, August 2021 |

|DOI:10.15680/IJMRSET.2021.0408024 |

attention to its meaning or context, whereas a deep approach would include making an in-depth analysis and critical evaluation of the subject matter. Learners that choose a superficial strategy are engaged in practises such as memorization, rote memorization, rote memorization, information intake, and teacher-regulated training. Learning may be taken to deeper levels using a variety of strategies, including a knowledge transformation method, self-regulated learning, active epistemology, relativistic perspectives, and a knowledge building strategy [1].

These concerns raise fresh expectations for the educator and his work. Educators should take a more proactive role in learning about new data and digital tools. Furthermore, with the active use of e-learning, new research is required in the field of perception and thought psychology. Educators today must be given the tools they need to effectively instruct their students using information and communication technologies and digital resources.

- Student differences: Adaptive education recognises that each student is unique not simply in terms of intelligence and background knowledge, but also in terms of passions, drives, and personalities. This means that each student requires individualised lessons that take into account their unique characteristics. Moreover, in adaptive instruction, differences among students are viewed as assets rather than roadblocks to the educational process.
- Self-regulated learning: In this perspective, self-regulated learning and adaptive pedagogy are inextricably intertwined. Teachers promote independent study habits while tailoring lessons to individual pupils. As a student improves their skills and knowledge, they will require less guidance from teachers and be better able to control their own education. What this means is that the learner is not only expected to adapt to the lesson, but the instruction is also adapted to the learner. This is a continuous, two-way process whose ultimate aim is to raise the proportion of students who can function well on their own in a school setting.
- Macro- and micro-adaptations: Adjustments to instruction may be broken down into two distinct tiers: the macro and the micro. Instructional programmes or longer-term alterations to teaching for specific student populations in response to formal evaluations are examples of adaptations at the macro level. Micro-level modifications are those made on the fly by instructors in the moment in response to informal evaluations of student needs. These may occur in the context of collaborative student groups or one-on-one discussions between students and instructors. Micro-adaptations are central to the notion of adaptive education, whereas macro-adaptations are possible but rare.
- Group context: The social component of learning is never forgotten, even when instructors modify lessons for specific individuals or clusters of students with similar characteristics. Adaptive education works to ensure that all students are engaged and making progress towards their educational goals. This may be accomplished via the use of various types of collaborative learning in which students learn from one another, as well as through the promotion of students' self-regulated learning abilities.

II. CONCLUSION

Pedagogical and didactic shifts The Asian continent may be travelled in two distinct ways. The first is linked to nations undergoing an ideological shift and declaring their independence. The second has to do with the way education is changing across the globe. This includes the shift towards a focus on skills and knowledge, as well as the increasing informatization, internetization, globalisation, and variety of educational offerings.

On the one hand, it's up to the individual teacher to determine how to make changes in the way that education is structured in terms of its content, techniques, tactics, and technology. One of the tenets of contemporary educational research is that professional and personal experiences are necessarily subjective. That is to say, it is the character, methodological knowledge, and pedagogical abilities of the educator that determine whether or not novel approaches are used in the classroom. To meet this need and foster methodological expertise, it is the responsibility of the education system as a whole to prepare future teachers. The role of educational institutions is to foster the innovative thinking of both faculty and students. One of a teacher's primary responsibilities is to reflect on and expand his pedagogical capabilities, since this will help mould engaged and capable learners who follow in the teacher's footsteps.

REFERENCES

1.Hietajärvi L, Tuominen-Soini H, Hakkarainen K, Salmela-Aro K, Lonka K. Is student motivation related to socio-digital participation? A person-oriented approach. Procedia-Social and Behavioral Sciences. 2015;171:1156-1112. DOI: 10.1016/j.sbspro.2015.01.226

2.Howe N, Strauss W. Millennials Rising: The Next Great Generation. USA: Vintage Books, Random House; 2009

| ISSN: 2582-7219 | www.ijmrset.com | Impact Factor: 5.928|

| Volume 4, Issue 8, August 2021 |

|DOI:10.15680/IJMRSET.2021.0408024 |

3.Myamesheva G. The virtue in the modern smart world. Bulletin KazNU. «Pedagogical Science» Series. 2015;44(1):152-156
4.Babansky YK. Pedagogy: Textbook for Students of Pedagogic Universities. Moscow: Prosveshenye; 1983. 608 pp
5.Tagunova IA, Selivanova NL, Valeeva RA. The category of upbringing in Russian and western studies. Mathematics Education. 2016;11(1):3-9. DOI: 10.12973/iser.2016.2101a
6.Silova I. Globalization on the Margins: Education and Postsocialist Transformations in Central Asia. Charlotte, NC: Information Age Publishing (IAP), Inc.; 2011
7.Silova I, Steiner-Khamsi G. How NGOs react: Globalization and education reform in the Caucasus, Central Asia and Mongolia. Kumarian Press; 2008. DOI: 10.1111/j.1467-873X.2008.00426.x
8.Yakavets N. The recent history of educational reform in Kazakhstan. In: In Report: Internationalisation and Reform of Secondary Schooling in Kazakhstan. Nazarbayev University, University of Pennsylvania: University of Cambridge; 2012. pp. 29-58
9.Romanenchuk KV. Reforming of Russian-Language General Education Institutions in the Education System of Kazakhstan in 1991-2004 [Dissertation's Thesis]. Saint Petersburg: Herzen Russian State Pedagogical University; 2006
10.Akhmetova GK. System of Professional Development of Pedagogical Staff in the Republic of Kazakhstan: Update Strategy. Almaty: Publishing House Kazakh University; 2016. 212 pp
11.Podlasy IP. Pedagogy: Textbook for Students of Pedagogic Universities. Moscow: Vlados; 1996. 432 pp
12.Bordovskaya N, Rean A. Pedagogy: Textbook for Students of Pedagogic Universities. Saint Petersburg: Publishing House Piter; 2000
13.Slastenin VA, Isaev IF, Shiyanov EN. Pedagogy. Textbook. Moscow: Publishing House Academy; 2003
14.Sitarov VA. Didaktika: Textbook. Moscow: Publishing House Academy; 2008
15.Manuilov YS. Conceptual basis of environmental approach in education. Bulletin of the Kostroma State University. Series of Humanitarian Sciences. 2008;14(4):21-27
16.Rizolatti G. The Mirror-Neuron System and Imitation. Perspectives on Imitation: From Mirror Neurons to Memes. Cambridge, MA: MIT Press; 2004
17.Hegenan Б, Olson M. The Theory of Learning. Saint Petersburg: Publishing House Piter; 2004
18.Mukazhanova RA, Omarova GA. Self-Cognition Teaching Methods for Schools: Teacher's Guide. Almaty: Bobek NSPWC; 2013. 176 pp
19.Brdička B. New Information Technologies of Education [Internet]. 2012. Available from: http://www.slideshare.net/bobr/ [Accessed: 2012-06-30]
20.Soldatova G, Zotova E, Lebesheva M, Shlyapnikov V. Digital Literacy and Internet Safety. Methodological Textbook for Specialists of General Education. Moscow: Google; 2015. 311 pp
21.Mynbayeva A, Anarbek N. Informatization of education in Kazakhstan: New challenges and further development of scientific schools. International Review of Management and Marketing. 2016;6(S3):259-264
22.Siemens G. Connectivism: Learning theory or pastime for the self-amused? [Internet]. 2006. Available from: http://www.elearnspace.org/Articles/connectivism_self-amused.htm [Accessed: 2012-06-30]

INNO SPACE
SJIF Scientific Journal Impact Factor
Impact Factor: 5.928

INTERNATIONAL STANDARD SERIAL NUMBER INDIA

निस्केयर NISCAIR

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH

IN SCIENCE, ENGINEERING AND TECHNOLOGY

9710 583 466 | 9710 583 466 | ijmrset@gmail.com

www.ijmrset.com