

# Developing Research Attitude among School Children: Role of Teacher

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**Abstract:** *We think research is the work of seniors in the universities The base of research and developing the research aptitude is the work started in the early classes in the school. Children can be taught how to do research in the early classes, by using certain techniques. Research in the elementary grades is the way in which a child finds the answer to a question. As soon as children learn to read, they should be helped to acquire the “let’s look it up” habit. The school and classroom libraries are sources of information. Dictionaries, encyclopedias, Graphs, charts, Maps, pictures, films, visit to places of interest, ‘pencil in hand” are important tools for developing Research attitude among School children.*

**Keywords:** Research, Attitude

**Objective:** To know about the various technique for developing research attitude among School children

## 1. Introduction

The term ‘Research’ consists of two more Re+Search. ‘Re’ means again and again and ‘Search’ means to find out something new: Thus research is a process of which a person observes the phenomena again and again collects the data and on the basis of data he draws some conclusions.

Observes collection of data

Person-----> phenomena-----> Conclusions

Again& Again Analysis of data

Thus, Research means to observe the phenomena again and again from different dimensions. Research is oriented towards the discovery of relationship that exist sting different phenomena of the world.

We always feel that research is for higher class students; we never feel that developing favorable research attitude among the school children may be an asset to do certain unique special work in higher classes. The starting should be made in the lower classes. In this context the role of teacher becomes many times more important.

### Class Research Begins Early

Class research is taught in a simple form even in the kindergarten. Any topic in which the children display interest should be used Questions and answer, pictures, stories, films-all simple, effective tools, are brought into play. This is the start of a pattern that will continue through their school career and beyond:

- An interesting topic.
- Followed by research
- Culminating in a report to others.

Although the word “research” has not actually been mentioned to the children, this is exactly what they have embarked upon and they accept it as naturally as they would a new song or poem.

### First Visit to the library: Start Research

Research is a matter of using the library, and it is very important that children become familiar with this place and feel at home in it. When first grade children start to use a reader, their teacher plans a visit to the school library. In the library a number of questions come to the mind of the students and that develops a creative, inquisitive and research like attitude among the minds of the young children. On the next visit to the library these first graders will choose a book to take to the little low tables where they can turn pages and possibly find some surprise to show to the teacher and class. During each visit they will learn more about “library manners” and will find more books and pictures than they had thought existed. They are getting the library background for research to come.

### Using the Table of Content

One of the first tools of research taught to little children in the table of contents. Of course it is simple and they become familiar with it by means of drill. Soon they are able to find a certain story on a certain page. Make a game of teaching the table of contents.

### Making their own Table of Content

After getting certain idea about the table of content, the children will try to prepare a small table of content for their project and assignment. This important tool of research becomes an accepted fact something that they would always expect to find in any book, something to be used.

### Using the Index

The use of the index is taught in first grade. The word “Index” does not appear in the little books, but at the back of the reader there is a page in which new words are listed with the number of the page on which each word first appears. You can use your drill game for six-year olds and they soon learn to use the page to help them find what they want.

Preparing an index for their own little scarp book might be too difficult for such young children. It is more complicated than making a table of contents, but they should learn the use of it.

Try this in your class for preparing table of content and index.

Select a story of some length from their course.

Let the children treat this story as a small book.

Prepare a table of contents treating the parts of the story as chapters in your book.

Prepare an index in which name of people, places, events etc. are listed alphabetically with the pages where they may be found.

Keep it simple-have one committee, take people, another place. The names of animals, birds and plants that appear in the story.

The chairman of the committee will have the job of assembling the data in alphabetical order.

Once they have done this they will automatically use an index. The lesson has been driven home.

### Using the Dictionary

A little pre-school child can enjoy a picture dictionary. If you read it with him frequently he begins to associate a letter and a picture and takes great pride in telling one and all that "B" is a big round ball. The junior dictionary comes into use in the third or fourth grade. Familiarize yourself in advance with whatever dictionary your class will use. Be sure you know how to use the pronunciation key before you start to give that type of drill. It could lead him into fields of research never knew existed.

### The Multimedia Approach to Learning

Effective teachers have always combined many kinds of material for the children in their classes. They have always encouraged children to look, to question, to handle an interesting object. Effective teachers have always encouraged experiments whether they might be in plant life or in the use of a new word or idea. Medium is something through which or by which something else is accomplished, or conveyed, or carried on, and the good teacher uses all available media

### Using Encyclopedia

In your classroom you may have a set of encyclopedia. More likely you share a set with others on the grade. Never assume that the children know how to use this new tool. If a child has a set of encyclopedias at home it may be arranged topically.

### Try this in your Class

Two children can sit together and share a book for this introductory lesson.

List on the board three topics to be checked in each volume. See that each little group finds and takes notes on the material found.

Have the groups exchange volumes for further drill

On your next visit to the school library repeat the lesson using a different set of encyclopedia.

### Maps, Charts and Graphs

Some children of eight or ten like to help the family plan a trip in the car, and enjoy checking the roadmap as dad drives. A child who enjoys reading maps learns a great deal from the experience of seeing real life roads unfold as the family car covers the miles. When it comes to graphs and charts it was found that children of fifth and six graders think they are fascinating, they enjoy reading the bars or lines of the graphs that hold so much information for the child who knows how to interpret them.

### The Skill of Skimming

#### A vital Aid to Research

Skimming is a skill and should be taught under your guidance just as any skill has to be taught. There is a danger that a first reader may be a careless reader but if he is trained a read first he will not be careless and will be able to cover a maximum amount of material with a minimum of wasted time and effort.

Select a topic of interest. For your first lesson with them let all take the same topic. When they are more familiar with this technique, each may chose his own topic.

Give the group a few minutes to find the books they need for their research.

What are we looking for? Jot down in your not books several questions in mind. Pause only when your eye catches a word or phrase that signals something you are looking for.

Read the word or phrase again to see if it is what you want. If it is, jot it down in your notebook.

Continue reading as first as you can, pausing only when you find another piece of information you want to jot down.

### Pencil in Hand Reading

Primary class children should mark certain points while reading the text. Whatever we read once, within few hours we forget more than 60 percent of it. To improve the retention, repetition is must. On the other hand, if we teach the children to keep a pencil in hand while reading some text and underline? mark the relevant matter, definitely the forgetting will be less and the retention will increase it promotes a research mind from the early stage.

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