

## **Teacher Education Institute (TEI)**

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### **Overview: Methodology of Teaching**

The best results of any teaching process will occur when a good relationship has been established between teacher and a child. Yet the qualities that determine the way in which we react and respond to each other are virtually ignored in the educational sector. Teachers have no option but to depend entirely on their own perception and awareness to meet the needs of each individual child.

Teachers who use our approach consider, however, that a great deal of knowledge is available to teachers and parents and that the teaching process should be based on this knowledge. Once teachers appreciate how children of different temperaments will respond in the teaching process they can perceive “needs and interests” according to that knowledge.

Contained in our approach is the belief that the physical organism and our mental faculties are inter-related. It was the Greeks who first described man in some detail in this way and the terminology they used in their descriptions can still be used today.

Hippocrates considered that nature as a whole and the elements that comprise it (the macrocosm) were reflected in man’s own nature (the microcosm). He was also of the opinion, and this, of course, was long before the days of endocrinology, that the four elements were represented in the human body in the form of four “humours”.

The very name of the temperaments (choleric, melancholic, phlegmatic and sanguine) were related to the humours and man’s physical make up. Although these terms will be used it is clear that they do not relate to their modern terminology. For example, the description of a melancholic refers to a particular temperament and not to a depressed or gloomy state of mind.

For those who use our approach this area is crucial for it is part of the craft of the teacher to formulate lessons so an appeal is made to each of the temperaments (although each of us is a mixture of each of the four temperaments, one of these four temperaments will predominate).

The basis for interaction is that the teacher should be working with the main temperament of each individual child and not against it. If the inner needs according to temperament are not met a barrier to learning will almost certainly occur. In many cases this will not only result in children learning far less than they are capable of but can result in antisocial behaviour.

The teacher needs to know, for example, that the choleric are likely to be assertive and over-enthusiastic and probably will be natural leaders within their own peer group.

Melancholics are likely to be sensitive and shy children and will need constant encouragement to make contributions.

Phlegmatics will be only too willing to make such a commitment, provided they can work slowly and carefully.

Sanguines, on the other hand, love being involved yet lack perseverance and will do their best to avoid work where lasting commitments are needed.

Thus the teacher needs to possess considerable sensitivity and flair if he is to bring the best out of his pupils. The practice of teaching is thus an art and each day should bring many opportunities for developing the strengths and thus the confidence of children of each temperament.