

DIRECT AND INDUCTIVE APPROACHES AT PRIMARY SCHOOL TEACHING AND LEARNING

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Abstract

The study's main aim was to investigate the effects of using different didactic approaches on students' performance. A secondary aim was to test different methodological approaches. Pupils of primary school (ISCED 1) were taught using two different strategies. The first, direct teaching, begins by introducing a new concept or generalization, identifying existing knowledge, and building meaning based on the teacher's interpretation and information, followed by practice. The inductive strategy differs in meaning-building based on individual and cooperative discovery and inference of new knowledge through active experimentation. The intention of the inductive approach is also to develop pupils' higher cognitive operations and their transfer to another curriculum.

In both cases, free responses to questions about what students remembered from the lesson, what they found most important, etc., were used as evidence of learning.

The research was designed as a pseudo-experimental with several alternatives. The teachers prepared the teaching scenarios according to the researchers' assignments. The first case involved teaching both approaches in one class on different topics. The second case involved teaching individual approaches in two classes. How teachers evaluate the effects of teaching conducted in two different ways was also investigated.

Keywords: *Primary education, inductive teaching, direct teaching, constructivism, pseudo-experiment.*
