UNIT 11: SOURCES OF TEACHING METHODS - II

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11.1 LEARNING OBJECTIVES

After studying this unit, you would be able to-

- know the Anatomical Principles of yoga teaching
- know the Physiological Principles of yoga teaching
- know the Educational Principles of yoga teaching
- know the Sociological Principles of yoga teaching

11.2 INTRODUCTION

Teaching methods include many different approaches and are based on educational, sociological, physiological, and anatomical principles. The anatomical principles of yoga teaching involve understanding the human body's structure and how it moves. Good anatomical knowledge can lower the risk of injury and can help students to recover from injuries. Anatomical principles give us a deeper understanding of how each yoga pose affects the body. Yoga practice is founded on certain physiological principles, as all yogic practices are psycho-physiological in nature. Yoga practice causes physiological responses in the digestive, respiratory, circulatory, endocrine,

neurological, reproductive, and musculoskeletal systems. The response will be determined by the practitioner's adaptability as well as the unique nature of the yoga practice. Differences between people in processing sensory information in the classroom should be fully understood by the teacher, since this information will improve the learning process. As a result, educational principles teach about communication skills, classroom management, assessment and feedback, as well as how to apply particular yoga teaching approaches for different audiences. Sociological teaching concepts encourage social skills in the practitioner, such as integrity, selflessness, forgiveness, impartiality and a sense of community. Teaching methods help the yoga teachers to have an effective communication with students. A teaching method is a set of principles and methods used by teachers to achieve the learning objectives. Yoga teaching is both an honor and a huge responsibility. The goal is to assist students feel better physically and emotionally so they will be more motivated to continue practicing. Yoga is a personal practice, and each person must determine what suits them best at any particular moment as each learner has unique strengths and limits. The age of the students, the teacher's strengths, and the students' limits are only a few of the factors that affect yoga teaching techniques.

11.3 SOURCES OF TEACHING METHODS-II

Yoga teaching is based on several principles. It is important for a yoga teacher to practically apply the anatomical, physiological, educational and sociological principles of teaching in the classroom to create an efficient teaching learning process. Hence in this section, we will discuss various principles of yoga teaching namely anatomical, physiological, educational and sociological.

11.3.1 ANATOMICAL PRINCIPLES

Yoga anatomy differs between male and female bodies based on birth and genetics. Differences exist in terms of physical traits and total body shape. These could include the fact that males are taller than females, males have larger bones than females, males have a stronger muscular build than females, males and females have different reproductive systems and females also have a monthly cycle and males do not. Anatomical differences can create difficulty for a yoga teacher to run uniform yoga session. Less flexibility of joints, misalignments and other important issues are therefore be addressed by a yoga teacher to create

adjustments for varied body types. As a result, some of the most important anatomical variations must be kept in mind in order to successfully flow yoga sessions.

Anatomical differences within gender: Many anatomical differences can be seen within the same gender. We see different types of people around us; some are taller, others are shorter, and some have easily identifiable characteristics such as broader shoulders and longer lower limbs, while others have shorter lower limbs and narrow shoulders, and vice versa. However, normal anatomical differences may affect body proportions, which have a direct impact on yoga asana practice. Differences in upper and lower limb length, muscular mass and fatty deposits around different body parts etc. can affect the movements during the practice of asana. For example, someone with muscular thighs will probably struggle with garudasana, bhadrasana, siddhasana etc. Gomukhasana can be difficult for persons with a muscular upper body and shorter, muscular lower limbs since it engages both the upper and lower limbs. A higher BMI also limits the ability to perform shirsasana because excess weight might cause strain on the cervical vertebra. A person with longer and more slender legs and an ideal BMI will find those poses easier to attain, even if their joints are no more flexible than a muscular person. Age is also an important anatomical element that influences disparities between age groups. Physical capabilities, joint mobility, weak bones, imbalances, tremor, diminished eyesight, and hearing loss are just a few of the issues that practitioners face among old age while small toddlers should avoid extreme forward and backward bending, as well as strenuous pranayama techniques. In cases where practitioners' ages differ, the yoga teacher can make modifications to yoga classes. Changes to yoga practice may include using props, modifying poses, chair poses, half bending, avoiding severe stretching, and receiving personalized instructions.

Anatomical disparities between genders: The differences in the skeletal systems of males and females are one of the major issues that a yoga instructor must address during the teaching-learning process.

1. The female pelvis is bigger and broader than the male pelvis in order to facilitate the birth process. If females' pelvic bones are shorter, childbirth will be more challenging. The male pelvis sits higher than the female pelvis. Females' lower pelvic position creates a barrier in pelvic lift poses such as skandasana and kandharasana, inversions like shirshasana and sarvangasana, and arm balances

like mayurasana.

2. Female bone density is lower than that of males, making them more prone to fractures and dislocations during advanced poses and excessive stretching.

3. Men have substantially greater upper body strength than women due to their strong pectoral muscles. Pectoral muscles are those that connect the front of the human chest to the bones of the upper arm and shoulder. The pectoral muscle is important for a variety of movements, including flexion and adduction, as well as stabilizing the scapula and supporting shoulder movements. It also aids in breathing by lifting the ribs and therefore expanding the chest. Women with weak pectoral muscles are more prone to injury in performing certain postures.

4. Male torsos are shorter than female torsos. The longer torso in female accommodates their reproductive organs. Males also have a longer rib cage than females. This anatomical difference should also be addressed skillfully.

5. Males have larger lungs with broader airways and more lung diffusion capacity than females, which allows them to practice different types of pranayama with long duration kumbhaka and dynamic yoga positions like Sun salutation with less fatigue.

6. Women's abdominal walls are also weaker than men's, and the organs are not as well positioned. Pregnancy, childbirth, hormonal changes, ageing, and other factors can contribute to a weak abdominal wall in women.

7. Females have longer digestive tract than males. Females are more likely to experience constipation since their digestive tract is longer. As a result, to address constipation-related difficulties in females, yoga teachers should focus on twisting poses, and this anatomical difference must be considered.

11.3.2 PHYSIOLOGICAL PRINCIPLES

The practice of yoga is based on certain principles. Physiological principles are among them. A yoga teacher should consider the differences in physiology of male and female and should adopt such activities and personalized training in order to understand the problem and better solution towards providing sound health and wellness to the practitioners.

The practice of yoga comprises varied components like asana, pranayama, mudra,

bandha and many more and is a spiritual journey in its roots. The way people practice yoga varies from one another. Male-female disparities in numerous parameters such as endurance, flexibility, agility, balance, and cardio-respiratory endurance are inborn or genetically distributed unevenly. The differences in body composition, brain structure, and reproductive system constitute a barrier to an evenly flowing yoga class. Hormonal differences also exist between men and women. There are many more physiological differences between men and women. The differences may occur in the form of the following;

1. Respiratory system: Men have a higher lung capacity than women due to their larger lungs. As a result, they can adjust better to dynamic poses like sun salutation that require breath coordination. Various pranayama techniques involving kumbhaka can be easily applied to men, whereas activities centred on breath coordination and retention for extended periods of time and asanas with dynamic flow may be inappropriate for women.

2. Heart and blood circulation: Genetically the heart of women is smaller than men and the capacity to circulate the blood in various organs is also low which increases heart rate in women when uniform instruction is given in a yoga session. As a result, the yoga teacher must address this physiological difference in order to match the uniformity and standards of the class.

3. Males have higher metabolic rates than females. This disparity could be attributed to males having greater muscular mass and higher levels of testosterone, which burn more calories than females do. Females have more noticeable fat tissues, as well as lower testosterone levels. As a result, men can conduct strenuous yoga activities without becoming tired. A higher metabolic rate boosts energy levels and aids in weight management.

4. The most significant difference in terms of digestion lies in the length of the colon, which is longer in females than in males. This anatomical difference can alter the physiology of food movement through this tract, causing issues like bloating and slower digestion. As a result, the yoga teacher may face difficulties in addressing diverse body types.

5. Menstruation in women is also a challenge for yoga teachers since it causes hormonal shifts as well as other physical and mental symptoms. Mood fluctuations, irritation, physical discomfort, and low energy are some of the symptoms that

women experience during menstruation.

6. During the early stages of pregnancy, some yogasanas can be continued, but after the seventh month, the practice should be lessened. Certain kriyas, such as Nauli, Dhauti, and Bandha, as well as asanas that exert pressure on the stomach, should be avoided. This characteristic also makes women inferior to men in terms of overall yoga practice.

7. Differences also exist in muscular strength. Men have better upper and lower body strength than women due to their muscle mass. Males have larger muscular fibres than females. The difference in strength makes the men less sensitive to strenuous balancing and load-bearing asana activities.

8. Women confront greater challenges and differences than men. The yoga teacher's role is to teach the women separately or to create a unique package for them that include modified poses. With such knowledge, a yoga teacher can deliver several yoga benefits to his students.

To address physiological disparities in yoga class, yoga teachers should use the progressive overloading technique with caution with female participants in order to maintain class standards and homogeneity. However, if not done systematically, it can have a negative impact on their performance. Sustained practice for a longer period of time, together with good diet and other relevant aspects, should also be considered.

11.3.3 EDUCATIONAL PRINCIPLES

According to Shams and Seitz (2008), the human brain is adapted to develop, learn, and function efficiently in multi-sensory settings. The five senses (sight, touch, hearing, and smell) receive information from our surroundings and build strong neuronal connections in the brain for long-term memory storage. By creating a multisensory learning environment in the classroom, the yoga teacher may improve memory retention and recall. In this case the role of a Yoga teacher is to create a sensory environment in the classroom for improving the focus and participation of students which is an excellent approach to enhance learning.

Educational principles of teaching assist the teacher in creating an effective learning environment. These principles include;

1. In order to make the teaching process effective, the yoga teacher should consider those aspects which affect the teaching techniques in a more negative way. A teacher's preparation is a prerequisite for effective teaching, which includes understanding of the subject matter, classroom management skills, technical proficiency, and mental preparedness to deliver a lecture.

2. Other factors that influence teaching include the participant's age and gender, as well as their background.

3. Individual differences should be kept in mind because no two students learn in the same way. To meet the different demands of a classroom, the yoga teacher should use the law of progressive overload, gradually increasing the complexity of the training.

4. Demonstrate yoga poses to the students and allow them enough time to copy them.

5. The yoga teacher should be well-versed in formative and summative assessment techniques, which he should use to foster a positive learning environment and encourage his students to self-assess their progress. The yoga teacher should also be well-versed in various teaching approaches, teaching tools, and their benefits and limits.

Some of the most important teaching methods on yoga are briefly discussed below:

1. Lecture Method: The lecture method is used to convey theoretical information about yoga, such as the concept of yoga in Patanjali's Yoga Sutra and the techniques for practicing asana, pranayama, mudra, bandha, and shatkarma. In this style, the teacher is more active while the students are passive. As this strategy can be used with large groups of students, it should be paired with other methods to actively involve them in the classroom.

2. Command Method: In this method, the yoga instructor delivers clear verbal instructions for each yoga pose as well as demonstrations of specific moves. The learner's task is to execute the instruction and recreate the performance.

3. **The imitation method** is used for school children to learn and copy a teacher's actions by mimicking the instructor's posture and alignment.

4. Whole Method: This refers to demonstrating the entire phase of any yogasana or

any other yoga practice from beginning to end, providing trainees with an extensive understanding of how to reach the final pose. This is extremely beneficial in dynamic postures and vinyasa yoga.

5. Part-Whole method: Learning and understanding the parts of the whole, as well as mastery over the parts, lead to the learning of the whole activity. However, the progressive part method is more advantageous in comparison to this because the learner learns each part of the whole sequentially while also adding on the previous part with the new part and finally practicing the entire part completely.

No matter how good the teaching method you have chosen if you have not included teaching aids in the teaching then you cannot create a good learning atmosphere. A teaching aid is a tool for facilitating teaching while also motivating the students to learn effectively. Teaching tools have become essential for running yoga classes and managing the classroom more effectively. Students may replicate practice and retain information more effectively by employing audio-visual tools.

11.3.4 SOCIOLOGICAL PRINCIPLES

Yoga is a practice of self-discipline. It balances the physical, psychological, spiritual and social dimension of the practitioner. The social dimension of yoga refers to how yoga can help people develop social skills and a sense of community. It can also help people have a better understanding of themselves and others. Yoga practice fosters self-awareness and confidence in practitioners. Yoga can help people change their behaviour while also developing a sense of community and a variety of social skills such as cooperation, balance, and support. The sociological principles of teaching concentrate on how yoga can help people develop excellent character, discipline, and social skills. The individual depends on society for survival and self-development. Sociological concepts are centered on the utility of various yogic practices such as yamas (social ethics), niyamas (personal observances) and numerous disciplinary practices for the society. The teaching of the five yamas is extremely beneficial to society since it produces mentally healthy and disciplined individuals, which improves societal standards for coexistence. A good yoga teacher can help you become a well-socialized person possessing the qualities of forgiveness, integrity, self-control, and discipline. As a result, a yoga teacher ought to nurture social standards in the practitioner and prevent a person from being socially inappropriate for the society.

The role of yoga teacher should be to address the issues of inequalities such as access to resources for participation in yoga. Yoga teacher assists individuals in

becoming productive members of society by educating them on the importance of social values and ethics, which are required for the overall growth of the society. Teacher can promote social values in the practitioner by understanding social dynamics. This understanding can assist the teacher in promoting equity in yoga class regardless of race, gender and class disparities.

CHECK YOUR PROGRESS

Q1. Which principles apply to joint stiffness and misalignment?

Q2. What is the bone density ratio in women in comparison to men?

Q3. Which method of teaching should be applied for theoretical lectures?

Q4. What are the principles that develop social skills and sense of community?

Q5. Yoga teaching is based on how many principles?

11.4 LET US SUM UP

From this chapter, we have discussed the following topics–

- Yoga teaching is based on several principles namely anatomical, physiological, educational and sociological principles.
- Yoga anatomy differs between male and female bodies based on birth and genetics. Age is also an important anatomical element that influences disparities between age groups.
- Yoga teacher should also consider the differences in physiology of male and female and should adopt such activities and personalized training in order to understand the problem and better solution towards providing sound health and wellness to the practitioners.
- The differences in body composition, brain structure, and reproductive system constitute a barrier to an evenly flowing yoga class.
- A teacher's preparation is a prerequisite for effective teaching, which includes understanding of the subject matter, classroom management skills, technical proficiency, and mental preparedness to deliver a lecture.
- Audio-visual aids are teaching tools that have become essential for running yoga classes and managing the classroom more effectively.

11.3 FURTHER READING

1. Kaminoff, L. (2021). Yoga Anatomy. Human Kinetics.
2. Gore, M M. (2017). Anatomy and Physiology of Yogic Practices. New Age Books.
3. Kochhar, SK. (2018). Methods and Techniques of Teaching. Sterling Publishers Pvt. Ltd.

11.4 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q1: Anatomical Principles

Answer to Q2: Lower than men

Answer to Q3: Lecture method

Answer to Q4: Sociological principles

Answer to Q5: Anatomical, Physiological, Educational and Sociological principles

11.5 MODEL QUESTIONS

A) Objective Questions

Q1: Why are teaching methods needed?

Q2: What effect can anatomical differences have on the practice of asanas?

Q3: Who said that, **"**the human brain adapted to develop, learn, and function efficiently in multi-sensory settings"?

B) Short Questions

Q1: Write a short note on progressive part method.

Q2: Write briefly about command method of teaching.

Q3: Why the knowledge of physiological principles is important in teaching.

C) Essay Questions

Q1: Explain in detail the anatomical principles of teaching.

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