

ABSTRACT

The teaching of Social Studies in Three Medium-Sized Primary School in Couva.

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If students are to experience social studies as a positive, vital and indispensable educational influence, then teachers must use a variety of teaching techniques and methods in the classroom. These must be linked to specific objectives and activities and enhanced by appropriate materials and evaluation strategies.

This study addresses questions about the perceptions of teachers and students; related teaching and learning strategies; resource materials and students' interest in social studies. A sample of six teachers and fifty students of standard 4 were randomly selected from three medium sized primary schools in Couva. Questionnaires, interviews and observations were the main research tools used.

The findings indicate little variation in the methods of instruction; unclear perceptions; minimal interest and the dominance of the textbook as an instructional tool. Teachers, educators and policy-makers therefore must devise action-oriented

programmes and set priorities in order to inform the many actors in social studies teaching at the primary level. These will assist teachers and students to understand the "what" and "how" of social studies in Trinidad and Tobago.

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