Misingi Ya Kujifunza Somo La Sayansi

Mugyabuso M. Mulokozi, C. G. Mung'ong'o

Kanuni na mbinu za kufundisha S. Ndunguru,1981

Hali ya watoto Tanzania, 1986

Majadiliano ya Bunge, taarifa rasmi (Hansard). Tanzania. Bunge, 2010-07-12

Majadiliano ya Bunge (Hansard) Taarifa rasmi Tanzania. Bunge,1977

Jinsi ya kufundisha ,1997

Makala ya Kongamano la Kimataifa la Jubilei ya Tuki--2005 ,2006

Mbinu za Kufundishia Kiswahili Crispus Sultani, Mohamed Kamal Khan, 1984

Tunachoweza kujifunza kutoka kwa wakati uliopita Rafael Barracuda,2024-04-18 Ikiwa hatutajifunza kutoka kwa historia, tuna hatari ya kurudia. Zamani hili halikuwa jambo zuri, lakini leo linaweza kuhatarisha maisha ya Dunia. Kitabu hiki kinachunguza swali: Je, mambo yanaweza kuwa tofauti? Kuna wakati ambapo uchaguzi huamua vita au amani, furaha au taabu. Hizi zinaitwa nodes. Kwa kuongeza, kitabu kinajadili masomo 120 kutoka kwa historia na hutoa ufahamu katika mada fulani. kitabu ni lazima kusomwa kwa mtu yeyote anayependa siasa na jamii.

Tinabantu ,2004

Kiswahili katika karne ya ishirini na moja Yared Magori Kihore, A. R. Chuwa, 1995 On the Swahili language in the 21st century.

Kivuko ,1978

Fasihi, Uandishi na Uchapishaji Mugyabuso M. Mulokozi, C. G. Mung'ong'o, 1993

Perspectives on Classifier Constructions in Sign Languages Karen Emmorey, 2003-04-02 Classifier constructions are universal to sign languages and exhibit unique properties that arise from the nature of the visual-gestural modality. The major goals are to bring to light critical issues related to the study of classifier constructions and to present state-of-the-art linguistic and psycholinguistic analyses of these constructions. It is hoped that by doing so, more researchers will be inspired to investigate the nature of classifier constructions across signed languages and further explore the unique aspects of these forms. The papers in this volume discuss the following issues: *how sign language classifiers differ from spoken languages; *cross-linguistic variation in sign language classifier systems; *the role of gesture; *the nature of morpho-syntactic and

phonological constraints on classifier constructions; *the grammaticization process for these forms; and *the acquisition of classifier forms. Divided into four parts, groups of papers focus on a particular set of issues, and commentary papers end each section.

Principles and Practice of Education J. S. Farrant,1980 Principles and Practice of Education * Fully revised and updated new edition, giving complete coverage of TTC Education syllabuses, plus important in-service items which take account of teaching as a career. * Comprehensive guide to teaching methodology, from basic classroom skills to the wider issues of educational psychology, philosophy and the history of current patterns in African education. * Emphasis on practice rather than theory, on the relationship of education to the requirements of the community, and on the administration of education. * Particularly useful for teachers and student teachers in rural areas without much support and having to be largely self-reliant.

Lugha yetu, 1979

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What's the Point of School? Guy Claxton, 2013-10-01 Why the education system is failing our kids and how we can start the revolution that will save our schools With their emphasis on regurgitated knowledge and stressful exams, today's schools actually do more harm than good. Guiding readers past the sterile debates about City Academies and dumbed-down exams, Claxton proves that education's key responsibility should be to create enthusiastic learners who will go on to thrive as adults in a swiftly-changing, dynamic world. Students must be encouraged to sharpen their wits, ask questions, and think for themselves - all without chucking out Shakespeare or the Periodic Table. Blending down-to-earth examples with the latest advances in brain science, and written with passion, wit, and authority, this brilliant book will inspire teachers, parents, and readers of all backgrounds to join a practical revolution and foster in the next generation a natural curiosity and the spirit of adventure.

Mwalimu na makuzi ya mtoto Philip D. K. Komba,1982

Parent-Child Relations: A Guide to Raising Children (Revised Edition) Hisham Altalib ,AbdulHamid Ahmad AbuSulayman ,Omar Hisham Altalib ,2024-03-11 Modern families face challenges unprecedented in human history. The time,

attention and vigilance required of parents is exhausting and consuming family life. Parents are required to balance complex schedules, be technology aware, social media informed, constantly monitor children's screen time and media communication, cope with academic problems, shield them from the dangers of immorality, find inventive ways to overcome their boredom, organize extracurricular activities, and handle everything within financially constrained circumstances that increasingly require both to be working. Little wonder that anxiety is on the rise and parents are increasingly fearing for their children's future. The authors in this book attempt to address parents' concerns and equip them with the confidence and tools necessary to work towards understanding and addressing the real needs of both themselves and their children, to nurture the child's character, self-confidence, life skills, moral boundaries, spiritual development and much more. There is no quick-fix. Myths are debunked, and practical tips offered throughout which can be implemented immediately, with fun activities outlined at the end of each chapter with the aim of improving parent-child relationships through bonding, love, patience, openness, respect and communication.

Guide to Assessment Sarah Donarski, Tom Bennett, 2020-12-31

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