

The Notion and Types of Teaching Techniques

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Abstract: This article discusses the term and types of pedagogical techniques. Each method was also disclosed, and the pedagogical technique thereby indicated specifically for which training one or another technique is effective. More than that, the rich arsenal of techniques and methods that the teacher owns will become a true master of his craft. Here also emphasized that given interactive pedagogical technologies are aimed at improving a certain skill.

Keywords: Pedagogical technique, a set of techniques, modern methods, brainstorming, micro-learning technique, programmed learning, mind map.

I. INTRODUCTION

Today, our country pays great attention to teaching a foreign language. Education is one of the most important ways of obtaining education, which is commonly understood as mastering the system of knowledge developed by mankind. The process of assimilation of knowledge in psychological and pedagogical literature is considered as a complex activity of students to master the centuries-old experience of mankind, reflected in educational subjects (modules). The structure of the learning process is the activity of the teacher - teaching and the activity of students - learning. So, teaching and learning constitute the essence of the learning process, and its content is determined by the curriculum and programs. The results of training are the quality of knowledge, abilities, skills, competencies, the level of education and development of students [5].

Currently, the concept of pedagogical technology has firmly entered the pedagogical lexicon. However, there are great differences in its understanding and use.

Technology is a set of techniques used in any business, skill, or art.

Pedagogical technology means the system totality and the order of functioning of all personal, instrumental and methodological means used to achieve pedagogical goals.

Back in the 20s of the XX century, the concept of "pedagogical technique" arose, and since then it has been studied by many teachers and psychologists (V.A. Kan-Kalik, Yu.I. Turchaninova, A.A. Krupenin, I.M. Krokhina, N.D. Nikandrov, A.A. Leontiev, L.I. Ruvinsky, A.V. Mudrik, St. Kondratiev, etc.).

In the 30s of the XX century, the concept of "pedagogical technique" in the Pedagogical Encyclopedia was defined as "a set of techniques and means aimed at a clear and effective organization of training sessions" [6].

II. METHODS

The teacher directly influences students with the help of various skills, in particular the mastery of pedagogical techniques. Pedagogical technique is the teacher's use of personal qualities and skills in the implementation of the educational pedagogical process, the ability to speak and listen, use logical techniques, empathy, and involvement in the process of communication with students. An important component of pedagogical technology is the technique of using information and communication technologies [1].

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It is known that the effectiveness of each of them largely depends on the methods and methods of application. Pedagogical technique is of particular importance in the process of communication. The ability to present the content of educational material at a level corresponding to the level of students' preparedness for its perception and taking into account the personal characteristics of students in the communication process are the most important indicators of a teacher's proficiency not only in knowledge, but also in the basics of pedagogical technology.

Also, pedagogical technique is the ability to use one's own psychophysical apparatus as an instrument of educational influence. This is the possession of a set of techniques that give the teacher the opportunity to discover his position deeper, brighter, more talented and achieve success in educational work. The concept of "pedagogical technique" contains two groups of its constituent parts. The first group is related to the ability of the teacher to direct his behavior: the technique of controlling his body (mimicry, pantomime); managing emotions, mood to relieve excess mental stress, awakening creative well-being; mastering the ability of social perception (technique of controlling attention, imagination); speech technique (control of breathing, diction, volume, pace of speech) [4]. The second group is related to the ability to influence the individual and the team: the technique of organizing contact, managing pedagogical communication; the technique of suggestion, etc.

III. RESULT

In addition to pedagogical techniques, there are also modern teaching techniques that are used in the learning process. And also these modern methods will help to achieve the following results:

- convey the material in a more interesting and attractive way,
- guide and assist students in enriching quality material,
- make the best use of time and teach students,
- conduct individual training,
- direct students to collaborative and collaborative learning activities,
- prepare educational material for students,
- diagnostics of students' learning and help them overcome learning problems.

Among them, some modern teaching methods using advanced technologies are often used in the classroom learning process. Мы можем увидеть их в деталях.

1. Modern Methods related to the teaching method

- Brainstorming
- Microlearning technique
- Open-ended stimulus
- Programmed training
- Query-based training
- Role playing
- Mind map
- Corporate training

2. Mass media involved in modern teaching methods

- Audio materials
- Visual aids
- Audio-visual aids
- Interactive electronic whiteboard



- M-training
- E-learning [7]

IV. ANALYSIS

To get a complete overview of these techniques and methods, we suggest to consider them in more detail.

Brainstorming is a method of group creativity, through which efforts are made to find a solution to a specific problem by collecting a list of ideas spontaneously introduced by its participants. In other words, a brainstorming session is a situation where a group of people meet to generate new ideas and solutions around a certain area of interest by eliminating prohibitions.

Microlearning, is a modern training format in which educational material is divided into parts and presented in a concise and concentrated form. Micro-education has become one of the trending formats in the online education market. Working with it, you "package" the content into a series of short lessons (up to 15 minutes each). In each lesson, the listener is waiting for 1 topic, an exercise to work out new knowledge and additional materials (templates and algorithms for practice, as well as links for deeper study). Such training is practical — the listener is not overloaded with content, learns in short iterations and regularly applies new knowledge in practice. In addition, there is time to study a 15-minute lesson even in the tightest schedule.

Open-ended stimulus

Open-ended stimulus exercises require Learners to complete sentences like: "If I were the Judge...|| or "My advice to the Minister of Justice would be...||

Another way of using an open-ended stimulus is to give Learners an untitled photograph or cartoon and ask them to write a title or description for the photograph or cartoon.

Learners may also be given an unfinished story and asked to make their own conclusion or to act out the conclusion in a role play.

Programmed learning is learning according to a specially developed training program, which is a certain sequence of specific tasks by which the activities of the teacher and students are carried out and controlled. The purpose of the concept is to strive to improve the effectiveness of the management of the learning process based on computer technology. At its core, programmed learning implies the work of the listener according to a certain program, in the course of which he acquires knowledge. The role of the teacher is reduced to monitoring the psychological state of the listener and the effectiveness of the gradual development of educational material, and, if necessary, the regulation of program actions. The teaching is carried out as a clearly controlled process, the studied material is divided into small blocks. They are gradually assimilated by the student. After studying each block, a check follows. If the block is learned, then the transition to the next one takes place. This is the "step" of learning: presentation, assimilation, verification.

Query-based learning is a form of active learning that begins with asking questions, problems, or scenarios. It differs from traditional education, which usually relies on the fact that the teacher presents the facts and their knowledge of the subject. Query-based learning is often assisted by a facilitator, not a lecturer. Survey participants identify and investigate problems and questions to develop knowledge or solutions. Query-based learning includes problem-based learning and is commonly used in small investigations and projects, as well as in research. Query-based learning is mostly very closely related to the development and practice of thinking and problem-solving skills [2].

Role playing is one of the large amount of drama activities which can be listed as a successful educational technique in the foreign language class because of presents some important characteristics for its teaching: easy organization, flexibility, it can be open ended, it's funny, it's a dress rehearsal for real life, it provides a lot of different experiences, it trains students to deal with some social skills of language and it helps in the memorization of new vocabulary, expressions and grammar. Making the students speak up in the EFL classroom and outside it is one of the big challenges for language



teachers today. Their resistance in speaking usually comes from their fear of making mistakes and from exposing themselves to an audience. Role play can make the students get used to speaking and become, gradually, more confident and, consequently, more competent.

A Mind map is a visual representation of the natural flow of thoughts from one central idea. Even the very appearance of this scheme makes it clear that it helps to effectively conduct brainstorming sessions, make notes, assimilate information and make presentations. Mind maps vary in degree of complexity and are compiled manually or on a computer. Depending on the goals and time frame of the project, the mental map can be supplemented with creative elements with an information load, for example, photographs, drawings or curved lines of different thicknesses and different colors [3].

Cooperative teaching or **cooperative learning** is a method of teaching students, involving the cooperation of students in groups. With this approach, students achieve success in learning only by interacting with each other. When using the methods of cooperative teaching, students are faced with the need to verbalize their thoughts and argumentation of their statements. They learn to look at the problem posed from other points of view, often at odds with their own.

V. DISCUSSION

Thus, we see that the choice of pedagogical techniques and teaching methods is a complex process, which is a constituent element of pedagogical skill. No matter how rich the arsenal of techniques and methods that a teacher possesses, he will never become a true master of his craft if he does not learn how to choose the right method or pedagogical technique, taking into account all the circumstances. It should also be emphasized that these interactive pedagogical technologies are aimed at improving a certain skill. For example, role-playing games contribute to the improvement of speaking, a mental map promotes the development of creative thinking, Corporate training promotes the development of group discourse and the ability to work in pairs, Open-ended stimulus promotes the development of quick reaction and creative thinking, etc.

The technique of pedagogical mastery must be mastered by every teacher, and this can be learned: to study theoretical material, observe, compare, analyze, absorb all the best and get rid of shortcomings.

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