

<https://doi.org/10.30546/114578.2025.7.205>

THE STRATEGIES AND TECHNIQUES IN THE TEACHING PROCESS

Samira Babayeva

ph.d. in philology

Azerbaijan State Pedagogical University

<https://ORCID.org/0000-0001-7495-3689>

samira.adu.13@gmail.com

Abstract

The article deals with the traditional methods of teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

Key words: strategy, teaching, traditional methods, knowledge.

TƏDRİS PROSESİNDƏ STRATEGİYALAR VƏ TEXNİKALAR

Samirə Babayeva

Azərbaycan Dövlət Pedaqoji Universiteti

Xülasə

Məqalədə ənənəvi tədris üsullarını, eləcə də multimedia tədrisini qiymətləndirmək və tələbələrə biliklərin verilməsində cəhd edilə biləcək digər faydalı tədris metodlarını təklif etmək kimi məsələlər təhlil edilir. Bu əsasən tədrisdə məlumat göndərən və qəbul edən iki əsas komponenti əhatə etməlidir. Nəhayət, müəllim biliyi başa düşdüyü kimi çatdırmaq üçün əlindən gələni edir. Deməli, qaydalı pozmada məqsədə xidmət edən istənilən ünsiyyət üsulları innovativ tədris metodları sayıla bilər. Təhsil müəssisələrində innovativ

metodlardan istifadə təkcə təhsili təkmilləşdirmək deyil, həm də insanların səlahiyyətlərini artırmaq, idarəetməni gücləndirmək və ölkədə insan inkişafı məqsədinə nail olmaq üçün səyləri gücləndirmək potensialına malikdir.

Açar sözlər: strategiya, öyrətmə, ənənəvi metodlar, bilik.

СТРАТЕГИИ И ТЕХНИКИ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ

Самира Бабаева

Азербайджанский государственный педагогический университет

Резюме

Целью данной статьи является оценка традиционных методов обучения, а также мультимедийного обучения, а также предложение других полезных методов обучения, которые можно попробовать использовать для передачи знаний студентам. По сути, обучение должно включать два основных компонента: отправку и получение информации. В конечном итоге учитель делает все возможное, чтобы передать знания так, как он их понимает. Поэтому любые методы коммуникации, которые служат этой цели, не ставя под угрозу саму цель, можно считать инновационными методами обучения. Использование инновационных методов в образовательных учреждениях может не только улучшить образование, но и расширить возможности людей. укрепить управление и активизировать усилия по достижению цели человеческого развития в стране.

Ключевые слова: стратегия, обучение, традиционные методы, знание.

Introduction

There has always been a debate on what kind of teaching styles work best, what the best curriculum to teach is, or how to effectively organize your classroom. Yet, nobody has discovered what the most effective teaching methods are. As future teachers, we must constantly be making decisions that will shape us into the teacher we would like to become. Over the course of the next four years, and even once we become teachers with classrooms of our own, we will be exposed to many different teaching methods and strategies. There is no one right or wrong way to teach, and it is up to us to decide how we would like to structure our classroom. While there are many teaching styles, it seems that there is predominantly two types of teachers according to John Dewey: those that are reflective, and those that are not. Unreflective teachers tend to accept the routines

that are given to them by the school they are working for. They spend their days working to solve problems who have been created by others for them. Reflective teachers on the other hand, are constantly evaluating their beliefs, teaching methods and behaviors and modifying those things so that it works with the situation they are in. Dewey believe that in order to be a reflective teacher, you must have three different components to your attitude: open-mindedness, responsibility, and wholeheartedness. In being open-minded, you must be willing to listen to both sides of the argument and willing to use an alternative way of.

Teaching principles in the use of the game teaching. If teachers want to play a better role of game teaching, they must focus more on the following points. First, game contents and methods require national design. Based on game teaching, teachers will reasonably and flexibly arrange teaching activities, avoiding excessive interference on students. Through a series of activities, students' attentions are kept so that the whole learning goes toward the direction of teaching principles.

Second, game teaching is more difficult to organize in the classroom because of students' lacking autonomy, and the classroom will become confusing. All of these should be taken into full consideration while designing class activities. Usually there are five principles that should be noticed.

2. Objective principle English classroom games should have a clear purpose. While designing a game, teachers must be very clear about the purpose of the game is to let students master something. The objective of the game is not only to activate atmosphere to make students feel at ease, but also allow them to obtain knowledge, making the game serve the purpose of language training, pronunciation correcting, grammar consolidating. The design should be combined with teaching purpose of the game, and the game's designing and carrying out have to stick to the teaching content. Thus, the design of the game must run through the theme, lest students only remember the game but not knowing what.

Currently, many institutions are moving towards problem-based learning. The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

The traditional or innovative methods of teaching are critically examined,

evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested.

This directed instruction model has its foundations embedded in the behavioral learning perspective [Lindstrom, 1994:45] and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning. Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual

Learning from memorization but not understanding

Grammar Translation Method. The origination of the Grammar Translation Method (GTM) dates back to the late nineteenth and early twentieth century as a classical method of teaching a foreign language. Once, it was especially used for teaching the classical Latin and Greek languages. At that time, it was believed that body and mind were two different entities, and the mind consisted of three parts: the will, emotions and intellect. It was believed if the intellect was sharpened enough, it could

control the will and emotions. Thus, it was believed that learning classical literature of Greeks and Romans and mathematics was necessary for mental discipline. Besides this, the goal of teaching Latin and Greek was not to develop the learner's ability to speak. It was rather the aim to develop logical thinking and intellectual capacities in order to improve the standard of the learner's native language. Moreover, in the early twentieth century, GTM was used to help students read and appreciate foreign language literature. It was also expected by GTM that the study of target language grammar would help learners in terms of better familiarity with their native language grammar in order to help them write and speak better. Finally, it was even believed that foreign language learning would even help learners grow intellectually [Lindstrom, 1994:35].

Audi-Lingual Method. The Audio-Lingual Method (ALM) is historically called the Army Method, The Michigan Method and New Key. The Army Method is the outcome when the United States of America participated in the Second World War. During the war, the American authorities realised the need for interpreters of various languages for the purpose of communication in order to know the languages of their allies and enemies (Brown 32). Thus, the Army Specialized Training Program (ASTP) was established in 1942. To take practical measures, 54 American universities, in addition to Michigan University, were

involved in the program by the beginning of 1943. The very objective of the army method was to train army personnel to achieve conversational proficiency in various languages, which was not the only objective of the conventional foreign language courses at the US institutions [Efremenko, 2007:20]. The (ASTP) lasted only for two years, but received considerable attention in the popular press and the academic community. Therefore, the Army Method along with its suitability in regular language programs was discussed. Hence, linguists who developed the ASTP program were not interested in its suitability for regular language learning because an Army method like the DM has intensive contact with the target language rather than from any well-developed methodological basis [Tapscott, 1998:48].

Communicative Language Teaching. Communicative Language Teaching (CLT) is a reaction to the classical methods (GTM and ALM) when linguists felt that students did not know how to use the target language communicatively. The CLT approach was developed by Robert Langs in the early 1970s and soon gained popularity and has been adopted at the elementary, middle, secondary and postsecondary levels. CLT, according to Kumaravadiivelu, is "... the driving force that shapes the planning, implementation, and evaluation of English language teaching (ELT) programs in most parts of the world". The emergence of CLT occurred when the field of language teaching was looking for a change since traditional language syllabuses such as grammatical and situational syllabuses failed to develop learners' ability to use language for communication, so linguists attempted to design a syllabus that could accomplish the communicative goals of language teaching [Tapscott, 1998:152]. Wilkins's notional syllabus had a significant impact on the development of CLT. In order to facilitate the communicative ability of learners, Wilkins included communication functions such as requests, denials, offers, complaints, etc. into the notional syllabus.

Conclusion

The methods discussed so far have attempted to contribute to and deal with some issues of language learning and teaching. These methods were brought into practice at different times due to the needs of learners. GTM, as a classical method, focuses on the teaching of grammar and translation as its principal techniques. Practically, GTM emphasizes reading and writing while there is no systematic attention to listening or speaking. The teacher is the authority in the class, and the students are the passive learners, so it is a teacher-centric method of language teaching. On the contrary, the language teaching reforms in the 19th

century, especially in Europe, were a fundamental shift from GTM to the DM because GTM was unable to facilitate learners to use the target language communicatively. The DM insists on speech and listening comprehension, and correct pronunciation and grammar are further emphasised. In addition, the DM empowers learners to think in the target language without the intervention of native language translation. This will induce confidence in the learner's mind. In the beginning, the DM enjoyed great prestige in private language schools, but it was difficult to implement it in public secondary schools because it failed to pay attention to the ground realities of the classroom and lacked a rigorous basis in applied linguistic theory. Besides this, it is usually difficult to find native teachers or native-like teachers to execute the DM. The ALM is regarded as a reaction to GTM and a modified form of the DM, both of which have a close relationship to communicative use of the target language.

REFERENCES

1. Lindstrom, R. (1994). The Business Week Guide to Multimedia Presentations: Create Dynamic Presentations That Inspire. – New York: McGraw-Hill. – p.33-46.
2. Tapscott, D. (1998). Growing Up Digital: The Rise of the Net Generation. – New York: McGraw-Hill. – 256 p.
3. Teo, R. & Wong, A. (2000). Does Problem Based Learning Create A Better Student: A Refelection? Paper presented at the 2nd Asia Pacific Conference on Problem – Based Learning: – Singapore. Education Across Disciplines. – December. – p.4-7.
4. Efremenko, V.A. (2007). The application of information technologies in foreign language lessons // Foreign Languages at School: Scientific and Methodical Journal. – 8(1). – p.18–22.
5. Sysoev, P.V., Evstigneev, M.N. (2009). Web 2.0: // Foreign Languages at School: Scientific and Methodical Journal. – 4(1). – p.12–8.

Məqalə tarixçəsi

Daxil olub 28.03.2025

Qəbul edilib 10.04.2025

Nəşrə tövsiyə edib Rəcəb Cəfərli
pedaqogika üzrə fəlsəfə doktoru, dosent