ENHANCING TEACHING EFFECTIVENESS THROUGH INNOVATIVE PEDAGOGICAL STRATEGIES

O'rinboyeva Madinaxon Salohiddin qizi
A student of English Philology faculty of
Uzbekistan State World Language University
Supervisor: **Rayimaliyeva Yokutxon**

ABSTRACT

The teaching and learning process involves transferring knowledge from teachers to students, representing a blend of elements where an educator discerns learning objectives, crafts teaching materials, and executes teaching strategies. Simultaneously, learning remains a pivotal consideration for teachers when instructing students. The study examined various scholarly articles, teaching methodologies, and inclusive practices to evaluate teaching efficacy in higher education contexts. The research aims to appraise teaching effectiveness within a higher education framework, utilizing experimental research methods (primarily reflection) coupled with literary analyses to scrutinize theories alongside practical applications derived from university experiences. The findings indicate that offering constructive formative feedback and incorporating role-playing activities significantly boost students' confidence and self-esteem. Furthermore, creating an active learning environment fosters inclusivity and enhances both faculty and student academic achievements. These research outcomes will empower educators to establish and execute inclusive teaching and learning environments, heightening learner expectations and academic performance.

Key words: teaching effectiveness, triangulation techniques, cognitive skills, class interaction, visual aids, auditory learners, visual learners, kinesthetic learners, cognitive intelligence, peer influence and teacher- student ratio in learning sessions.

1.INTRODUCTION

Teaching effectiveness plays a vital role in the success of educational programs. In an era marked by diverse student populations and evolving learning needs, educators must continually innovate and adapt their teaching methods to engage students effectively. The concept of enhancing teaching effectiveness through innovative pedagogical and learning strategies has been a subject of interest for numerous researchers and educaters over the years.Chickering and Zelda Gamson's seminal work on the "seven principles for good practice in undergraduate education" has significantly influenced the field of education and teaching practices since its publication in 1987, outlining seven essential principles aimed at enhancing teaching effectiveness .Learning can be considered as a change that is permanent in nature because change is

brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment (Sequeira, 2012). However, in order to be an active learner in higher education, each student expects to be treated as an adult learner who has some right over the learning ambience in the form of asking questions and clearing of doubts (Michael, and Modell, 2003). That is, students expect to have ownership over the learning session (Mitra, 2008; Pond & Rehan, 1997). Moreover, students also want their instructor to be cooperative and humorous who would teach clearly and usually use relevant examples so that the course material being taught becomes easy to understand, which I think is increasingly being required in classrooms today (Becker et al., 1990.) With our current involvement in the higher education settings, we often use the term 'inclusive education' that sounds synonymous with education for children with disabilities, however, we have tried to look at the learning barriers in our higher education setting and found many mature students feel that they have barriers to learning. Multiple higher education research explored that the inclusion and equity in teaching and learning resulting in policy makers and scholars have been discussing the importance of widening participation in tertiary education (e.g., Bradley & Miller, 2010). This study aims to analyze the teaching and learning process to ensure effectiveness. Hence, the research question is proposed: How to implement innovative pedagogical strategies , and facilitate satisfactory learning environment to ensure effectiveness?

2.METHODOLOGY

I have acknowledged the ongoing controversy surrounding the use of the case study method for data collection. However, upon recognizing its broad applicability in various social science studies, particularly in providing detailed insights into social behavior, I have opted to utilize the case study approach for my research. Specifically, I have selected a case study from some schools to delve deeply into the subject matter. Employing this approach has enabled me to gain a profound comprehension of the topic at hand. Consequently, I gathered data primarily from secondary sources, including peer-reviewed journals, governmental publications, and agency reports. I also drew upon my personal experiences in higher education and explored experimental research methods using literary formats. To complement my research, I developed a questionnaire to solicit feedback from my students. Given the limited number of participants in the field, I structured the questionnaire based on qualitative data collection principles. Subsequently, I analyzed the gathered data to ascertain students' perspectives on the effectiveness of module delivery. Furthermore, to validate the accuracy of my research outcomes, I applied data triangulation techniques by aligning my findings with existing research studies and case analyses conducted by other scholars.

3.RESULTS AND DISCUSSIONS

The results and discussion of my current research highlighted the teacher's responsibility to facilitate regular interaction between a learner's inherent capabilities and culturally evolved technologies, ultimately enhancing their cognitive skills. Adhering to this framework, employing class interaction, role-play, and visual aids like graphs, charts, and newspapers that presented business and financial information challenged students, fostering creativity. The study emphasized the necessity for teachers to utilize a variety of resources during the learning process, such as computers, books, smartboards, equipment, artifacts, whiteboards, special speakers, games, and computer programs. The more interactive the lesson, the greater the learners' engagement and motivation towards improving their educational experiences. Additionally, it was observed that certain teaching methods may benefit some learners while being less effective for others, underscoring the value of employing blended learning (a mix of online and offline learning) alongside experiential approaches (such as cross-age peer tutoring, pros and cons grids, prodigy games, and mnemonic techniques) to enhance learning experiences and mitigate classroom disruptions based on the case study findings.

Drawing from existing knowledge about student learning, I queried students on what aspects they found most intriguing in a learning session and what outcomes they aimed to achieve. The diverse responses indicated varying learning styles among students, showcasing their proactive engagement in the teaching-learning process to attain significant learning outcomes. Furthermore, students' responses underscored the influence of learner types on learning outcomes, indicating specific categories of learners within a classroom setting. Auditory learners, who excel in perceiving auditory stimuli, benefit most from instructional methods like lectures, discussions, and group activities. Visual learners, on the other hand, respond effectively to visual stimuli and learn through observations, benefiting from visual aids like charts, diagrams, and pictures during learning sessions. Kinesthetic learners prefer hands-on learning experiences and often exhibit their learning outcomes through physical activities, emphasizing the importance of tailored instructional approaches based on learner preferences and characteristics. These findings also highlighted the impact of internal and external factors on students' learning objectives and anticipated learning achievements, emphasizing the dynamic nature of the teaching-learning process and the significance of continuous learning and innovation in effective teaching practices.

Due to the positive experience that I have had using this strategy, I recommend that the incorporation of practical activities in lessons should be a fundamental component of every course and curriculum. As I have taught various modules to students at universities and colleges, I must utilize a range of teaching approaches based on the students' learning styles. Through the utilization of a questionnaire

(VARK - Visual, Aural, Read/Write, and Kinesthetic) developed by Neil Fleming (2001) for a sizable group of learners, I recognized a diverse mix of preferred learning styles. Initially, I commenced teaching by employing PowerPoint slides followed by group discussions in the classroom. This method has proven beneficial for auditory learners, enabling them to grasp the concept of relevant costing through listening to lectures and engaging in discussions with their peers. Integrating video clips from YouTube and a TedTalk lecture has reinforced the concept and catered to the visual learners' preferences.

Moreover, providing printed PowerPoint slides alongside case study scenarios has assisted learners with visual inclinations. Subsequently, designing exam-type questions requiring role-playing has enhanced the learning experience for kinesthetic learners. Accordingly, I strive to incorporate a variety of teaching and learning strategies and approaches based on the diverse learning styles, emphasizing equal opportunities for learners to comprehend subject contexts and actively engage in lessons. Creating an engaging and creative learning environment for students of varying learning styles has not only boosted student participation rates in my classes but has also elicited innovative ideas that have inspired me to explore new approaches to course management, such as examining the impact of cultural activities influenced by political events. Considering the pivotal internal factors influencing students' learning performance, including age, gender, heredity, cognitive intelligence, and individual learning facilities. External factors, such as the mode and delivery of instruction, teacher qualifications, peer influence, and teacher-student ratio in learning sessions, play a significant role in shaping students' learning outcomes.

The Behaviorist Approach introduced by eminent American psychologist J.B. Watson in 1913 focuses on conditioning through imitation. This theory highlights the concept of associating sounds, words, feelings, and emotions through experiences, objects, and situations, influencing learning and behavior. Embracing this approach in classroom interactions has proven beneficial in reinforcing learning concepts and understanding how individuals associate stimuli with emotional responses in daily experiences. Embracing this principle, I have consistently to tried to facilitate environment where conditioning through imitation occurs. This approach involves physically demonstrating to students how to solve problems or handle challenging situations. Demonstrating problem-solving methods and approaches in a tangible manner is crucial for effective learning experiences.

Another theory relevant to classroom teaching and learning is the Two Factor Theory, also known as the Motivation-Hygiene Theory or Dual Factor Theory, attributed to Herzberg in 1957 as cited in Adair (2009). This theory outlines various learning motivators, including the stimulating nature of work, recognition of achievements, potential growth opportunities, engaging tasks, and involvement in

decision-making processes. Implementing this theory proves beneficial for managing classroom dynamics, as students tend to learn more effectively when they are genuinely interested in the subject matter.

Additionally, Bruner's Theory of Development, proposed by the renowned cognitive psychologist Jerome Burner in 1957, emphasizes the importance of fostering intellectual growth in learners. Bruner (1957, p. 234) posited the significance of generic coding systems that enable individuals to extrapolate beyond existing data for innovative predictions. According to this theory, promoting cognitive development in learners enhances their capacity for intellectual thinking and problem-solving skills, ultimately contributing to their overall intellectual development.

4.CONCLUSION.

Through personal experiences and observations in the classroom, I have come to realize that managing the behavior of individuals or groups encompasses a wide array of innovative pedagogical strategies. These strategies include questioning, role-playing, implementing rewards and punishments, fostering discussions, facilitating paired/group work, making observations, utilizing audio/visual aids, and exploring additional methods. Recognizing the dynamics within the teaching environment and adapting behaviors and teaching approaches accordingly is fundamental to creating a conducive learning atmosphere.

Acknowledging the diverse needs, learning methods, and styles of learners is paramount. It is imperative for teachers to grasp the unique preferences and requirements of each student to tailor lesson plans effectively, ensuring that all learners, not just select individuals, can achieve the intended learning objectives. Proactively identifying and addressing learning barriers is crucial. Disruptive student behavior could potentially arise from underlying issues such as language barriers, low self-esteem, lack of confidence, or feelings of inadequacy. Instead of resorting to warnings, addressing the root causes and responding appropriately is more effective.

Offering positive feedback can serve as a confidence booster, significantly influencing student self-esteem in a positive manner. Ultimately, fostering student engagement through active learning, promoting inclusivity in the learning process through experiential and blended learning approaches, and aligning outcomes with the expectations of both faculty and students through thoughtful assessments are key components of effective teaching practices. Attaining these objectives is within reach for me as a teacher by prioritizing effective communication, maintaining discipline, ensuring consistency in rule enforcement, providing choice, adapting as needed, and infusing creativity into behavior management strategies.

REFERENCES

Becker, A., Davis, S., McGregor, L., Grover, C. (1990). Student Expectations of Course and Instructor. Teaching Psychology 17, 59–

162.

Bruner, J. S. (1957). Going beyond the information given. New York: Norton.

Ellis, S. and Tod, J. (2015). Promoting behaviour for the learning in the classroom: Effective strategies, personal style, and

professionalism. Routledge: London.

Gray, C., and MacBlain S. (2012). Learning theories in childhood. Sage Publications Ltd: London.

Garver, R., Noguera, P. (2012). For Safety's Sake: A Case Study of School Security Efforts and Their Impact on Education Reform.

Journal of Applied Research on Children: Informing Policy for Children at Risk 3.

Gilakjani, A. (2012). Visual, auditory, kinaesthetic learning styles and their impacts on English language teaching. Journal of studies

in education 2, 104–113.

Hackman, J.R. Oldham, G.R., (1976). Motivation Through the Design of Work: Test of a Theory. Organizational behaviour and human

performance 16, 250–276.

Johnston, H. (2012). The Spiral Curriculum. Education Partnership Inc., Florida.

Kiel, J., (1999). Reshaping Maslow's hierarchy of needs to reflect today's educational and managerial philosophies. Journal of

Instructional Psychology 26, 167.

Leopold, L. (2012). Prewriting tasks for auditory, visual, and kinaesthetic learners. TESL Canada Journal 29.

McLeod, S. (2008). Bruner's Three Modes of Representation. Simply Psychology.

Kulik, J.A. (1982) Individualized systems of instruction. In Harold E. Mitzel (Ed.), Encyclopedia of Educational Research, 2. New York: The Free Press. Lowman, J. (1984) Mastering the techniques of teaching. San Francisco: Jossey-Bass. McKeachie, W.J. (1985) Improving undergraduate education through faculty development. San Francisco: Jossey-Bass. Messick, S., & Associates, (Ed.) (1976) Individuality in learning. San Francisco: Jossey-Bass. Newcomb, T.M. (1943) Personality and social change. New York: Dryden Press. Newcomb, T.M., and others. (1943) Persistence and change: A college and its students after twenty-five years, Huntington, New York: Krieger. (Page 9 of 10)