THE FUNCTION OF TEACHING TECHNIQUES IN STUDENT LEARNING

1PhD. Candidate. Jehona Rrustemi jehonarrustemi@hotmail.com
State University of Prishtina, Faculty of Education

2Prof. Dr. Tatjana Atanasoska tatjana_atanasoska@yahoo.com
University of Bitola- Faculty of Education, Macedonia

Abstract
Teaching techniques have different functions in student learning. The aim of the research is to identify the functions of teaching techniques in student learning. This research was conducted by piloting a survey of students and teachers. The scientific importance of this research is in science education and in particular in enriching the teaching methodology. Once the functions of teaching techniques in student learning are identified, a greater importance will be given to their application in the classroom. Whereas, the professional significance of this research is that in-service teachers, students and others can be informed in detail about the functions of teaching techniques in student learning.

Key words: Teaching technique, function, motivation, development, learning.

1. INTRODUCTION
Modern teaching is characterized by the active involvement of students in learning process and by having the student at the centre of attention. An important role in the active student participation in learning process in the classroom is given to the teaching techniques that affect the promotion of cooperation between students, motivation for learning and the development of their various skills. Therefore, acquaintance of teachers with different types of teaching techniques and their application in their work with students facilitates the student learning and helps in the formation of social and ethical skills as well as in the development of their verbal, written and critical thinking skills.

Based on studies by the National Institute of Child Health and Human Development (United States of America), the variety of teaching methods/techniques is considered an important factor in the effective teaching for children who have learning difficulties. (http://www.lexiconreadingcenter.org/what-is-multisensory-teaching-techniques.html)

This shows that teaching techniques offer opportunities also of incorporation of students with learning difficulties and with different learning styles by facilitating their learning process. It is known that children differ by their physical appearance but also by their interests and needs.

1.1. Scientific and professional significance of the research study – advantage of the research study

The research studies of such topics are significant for teachers, students and schools in general. The research results represent perceptions of students and teachers on the function of teaching techniques in student learning. The scientific importance of research stands out particularly for education science and particularly in enriching the teaching methodology. Whereas, the professional significance of the research significance is that in-service teachers, students and others can be informed in detail about the functions of teaching techniques in student learning.
In this case, once the function of teaching techniques is identified, teachers will put even greater importance to the application of modern teaching strategies. Their application will result in the facilitation of the student learning process and the work of teachers. The findings and results of this research are true, therefore original and will serve for the professional development of teachers.

1.2. Literature Review
Initially, I have collected the relevant literature on the area of teaching methodology, in fact in the study of teaching techniques. The teaching technical terms form the theoretical basis of this research such as: function, learning (teaching). According to the dictionary of Albanian language: 
*The technique* is a set of means and methods used in a particular work, the necessary skills required to perform that work. (http://www.fjalori.shkenca.org/) So, the technique is nothing else but the whole set of work means and tools.

*Function* is the work or service that a tool, a mechanism or part of a mechanism does. (http://www.fjalori.shkenca.org/) So, to perform a function or a task.

*Teaching/learning* is the work that the teacher does in the classroom during a certain time to explain students a specific subject and efforts that students make to grasp the necessary knowledge. (http://www.fjalori.shkenca.org/)

2. METHODOLOGY

2.1. Research
The research was conducted in the primary and lower secondary school “Dardania” in Prishtina. There were 100 students of grade 5 and 20 teachers of primary education in total as respondents of the survey.

2.2. Research techniques and instrument
The technique that was used for this research was the survey and the instrument used for data collection was the questionnaire for students and for teachers of primary education, through which the perceptions of teachers and students were obtained about the function of teaching techniques.

2.3. Object of the research
The object of this research is the study of the function of teaching techniques in student learning. The teaching techniques perform different functions in student learning which can be categorized in the function for the development of critical thinking skills, functions for the development of creativity skills, functions for the development of social skills and student encouragement or motivation for learning.

3. INTERPRETATION OF RESULTS

3.1. The role of teaching techniques in the development of critical thinking
Teaching techniques play an important role in the development of critical thinking of students. The critical thinking includes some critical and creative aspects of the mind, such as the use of reason, arguments, judgment and generation of ideas. (Kosovo Education Center- KEC, (2004). “The Reading and Writing for Critical Thinking,” Guide 2. Cognitive and Social Development of the Child. Prishtina).
Almost all the techniques stimulate the development of critical thinking. A good example is the technique "Cluster" that encourages the students to think freely and openly about an issue. Therefore, it requires a structure to promote thinking about relations between ideas. (Kosovo Education Center- KEC, 2004). “The Reading and Writing for Critical Thinking,” .Guide 2. Cognitive and Social Development of the Child. Prishtina. Pg.81). Research shows that active learning improves student comprehension and memorization of information and can be very effective in developing higher order cognitive skills such as the critical thinking as well as problem solving. (http://pedagogy.merlot.org/ActiveLearning.html). One such example that encourages critical thinking is the use of INSER technique (Interactive Noting System for Effective Reading and Thinking), which begins with the search of prior knowledge of the students, raising questions within the text, and afterwards noting down of various types of information. (Kosovo Education Center-KEC. (2004). “The Reading and Writing for Critical Thinking”. Guide 1. The Structure for the Development of Critical Thinking during Curriculum. Prishtinë).

Histogram no.3 presents the statements of students about the role of teaching techniques in the development of critical thinking.

Histogram no. 3 presents the results of students
The histogram shows that out of all students surveyed, 45% fully agree that teaching techniques help students memorise the lesson longer, 35% of students reported that they agree, 17% of students had no answer 3% of students disagree and no student has declared to fully disagree that the teaching techniques help to memorise the lesson longer.
How much do the teaching techniques help in assessing their knowledge, 34% of students reported that they fully agree, 44% of students stated that they agree, 14% of students did not have answers, 8% of students disagreed and 0% the students reported that they fully disagree that teaching techniques assist in assessing their knowledge during the learning process.

The technique "Save the last word for me" can serve as an example, which encourages students to reflect and to think after reading. This technique can also attract sleepy and quiet students to participate in discussions. (Kosovo Education Center-KEC. (2004). “The Reading and Writing for Critical Thinking”. Guide 3. Reading, Writing and Discussion in Every Subject. Prishtina).

Whereas, on the topic how much teaching techniques help the development of thinking, 51% of students fully agreed that teaching techniques help to develop my thinking, 34% of students agreed, 7% of students had no answers, 6% of students disagreed and 2% of students stated that they fully disagree that the teaching techniques develop my thinking.
Results of teachers
Histogram no.4 presents the statements of teachers on the role of teaching techniques in developing the critical thinking skills of students. Critical thinking is a cluster of mind activities, which include the skill for intuition, clarification, reflection, relation, conclusion and judgment. It brings all these skills together and enables students to question their actual knowledge. (http://pedagogy.merlot.org/CriticalThinking.html)

![Histogram](image)

Histogram no. 4 presents the results of teachers. The histogram shows clearly that out of all surveyed teachers, 35% of them have stated that they fully agree that teaching techniques develop analytical skills of students, 65% of teachers stated that they agree. On the impact of teaching techniques in developing skills for self-learning, 59% of teachers have stated that they fully agree and 50% of teachers stated that they agree and 0% or no teacher stated that I have no answer and none of them disagree that the teaching techniques develop skills of self-learning among students.

3.2. The role of teaching techniques in student motivation for learning
Histogram no.5, presents the statements of students on the function of teaching techniques in student learning. Various research studies on student learning show that students see the value of what they are learning, when they are themselves in action and achieve a desired outcome, when they believe that they can be successful and when they perceive that the learning environment is supportive. (https://facultyinnovate.utexas.edu/teaching/engagement/student-motivation). According to Mihaly Csikszentmihalyi, when students are vividly involved in the learning process in an appropriate level, they express great satisfaction for participation. ((Kosovo Education Center-KEC. (2004). “The Reading and Writing for Critical Thinking”. Guide 1. The Structure for the Development of Critical Thinking during Curriculum. Prishtina).

Histogram no.5 presents the statements of students about the role of teaching techniques in their motivation for learning.
Histogram no.5 presents results of students

The histogram shows that out of all surveyed students, 58% of them fully agree that they like teaching with teaching techniques, 35% of students agree, 6% of students have no response, 1% of students stated that they disagree and 0% of students do not like at all teaching with teaching techniques. Regarding the satisfaction they feel when learning with teaching techniques, 57% of students stated that they enjoy learning with teaching techniques, 37% of them agree, 4% of students stated they have no response, 2% of students disagree and 0% of students fully disagree that they enjoy learning with teaching techniques.

Regarding the motivation in learning process, 47% of students stated that they fully agree that teaching techniques motivate for learning, 22% of students stated that they agree, 13% of students state that they have no response, 12% of students stated that they disagree that teaching techniques motivate the learning and 6% of students disagree fully that teaching techniques motivate learning.

Regarding the question whether teaching techniques make learning more interesting, 51% of students stated that they agree fully, 34% declared that they agree, 8% of students declared no response, 6% of students declared they disagree and 1% of students disagree fully that teaching techniques make learning more interesting.

Results of teachers

Histogram no.6 presents the statements of students on the role of teaching techniques in student learning. Motivation is related to the stands on learning and thinking developed in long time-periods. According to Bloom (1976), students are motivated in different ways depending on whether schools, teachers use methods or techniques to determine the content. So, student motivation plays an important role in student learning.
Histogram no. 6 presents the results of teachers. The histogram shows that 50% of teachers stated that they fully agree that teaching techniques motivate student learning, 50% of students stated that they agree and 0% or no teacher gave any response or disagreed with the issue.

Regarding the satisfaction that students feel when they learn with teaching techniques, 60% of teachers declared that they fully agree that students enjoy learning with teaching techniques, 40% of teachers declared that, they agree and 0% or no teacher gave any response or disagreed with the issue.

Whereas, how interesting the teaching techniques make the learning process, 65% of teachers declared that they fully agree that teaching techniques make the learning more interesting for students, 35% of teachers declared that they agree. Based on the statements of teachers, we can understand that teaching techniques have the function of motivating student learning.

3.3. The role of teaching techniques in the development of verbal and written skills

Histogram no.7 presents student perception on the role of teaching techniques in the development of their verbal and written skills. A good example, can be the “technique of joint review” run by the teacher who gives a group of students questions to interpret discussion and debate. (Kosovo Education Center-KEC.(2004). “The Reading and Writing for the Critical Thinking”. Guide 4. Other techniques for the Development of Critical Thinking. Prishtina). In this direction, an important role is given to the technique “Pro and contra” which aims to help students to prepare and present their arguments and listen carefully to the others. (Kosovo Education Center-KEC.(2004). “The Reading and Writing for the Critical Thinking”. Guide 4. Other techniques for the Development of Critical Thinking. Prishtina). Therefore, the realisation of such a teaching technique promotes debate and deliberation among students. Based on the role of teaching techniques, research studies show that student engagement in discussion promotes and deepens the learning and their motivation enabling them to develop their points of views and listen to their voices. Therefore, a good interactive environment is the first step in encouraging students to speak. (http://pedagogy.merlot.org/DiscussionStrategies.html). Exchange of opinions and ideas is a disciplined behaviour. Parents teach children to exchange views as an important social and survival skill.

When students share thoughts and ideas, they know that in the end they will benefit valuable things. (Kosovo Education Center-KEC, (2004). “The Reading and Writing for Critical Thinking”, Guide 1. The Structure for the Development of Critical Thinking during Curriculum. Prishtinë). Therefore,
the exchange of ideas and opinions requires students to listen, to complete the judgment and this results in the common knowledge of all. The following histogram presents the statements of students on the role of teaching techniques in the development of verbal and written expression skills.

![Development of verbal and written skills](histogram)

- Teaching techniques enable me to express freely my opinion during the learning process
- Teaching techniques enable me to communicate with my class friend on learning issues
- Teaching techniques enable me to discuss on learning issues

Histogram no. 7 presents the results of students

According to the statements of students, it can be seen that 48% of students agree fully that teaching techniques enable them to express their opinion freely learning process, 39% of students agree, 6% of students have no response, 4% of students disagree and 3% of students disagree fully.

Regarding the question how much the teaching techniques enable students to communicate to each other on learning issues, 40% of students fully agree that they communicate with their class friend, 36% of students declared that they agree, 15% of students had no response, 5% of students declared that they fully disagreed.

Whereas, on the question, which is the role of teaching techniques in the development of discussion skills of students, 43% of students declared that they agree fully that the teaching techniques enable them to discuss, 43% of students disagreed and 0% of students disagree fully that teaching techniques help to develop their discussion skills.

**Results of teachers**

The following histogram no. 8 presents the statements of teachers on the role of teaching techniques in the development of verbal and written skills.
The histogram shows that out of all surveyed teachers, 50% of them fully agree that teaching techniques help the student to express himself/herself freely in the classroom. Whereas, regarding the role of teaching techniques in the development of skills for discussion, 65% of teachers agree fully, 35% of teachers agree and 0% of teachers or none of the surveyed teachers gave any response or disagreed with the role of the teaching techniques in the development of discussion skills of the student.

On the question what is the role of teaching techniques in developing communication skills among students, out of all surveyed teachers, 70% of them agree fully, 25% of them agree, 5% of teachers stated that have no response and 0% or none of teachers stated that they disagree that the teaching techniques develop communication skills among students.

How much the teaching techniques develop the written skills among students, out of all surveyed teachers, 45% agreed fully, 35% stated that they agree, 20% of surveyed teachers had no response and 0% or no surveyed teacher disagreed or fully disagreed on this issue.

3.4. The role of teaching techniques in the development of creative skills
Teaching techniques have an important role also in the development of the creative skills during the learning process in the classroom. Histogram no.9 presents the student perceptions on this issue.
According to histogram no.9, out of all surveyed students, 52% of students declared that they agree fully that teaching with teaching techniques provides the possibility to practice what they learn, 35% of students agree, 11% of students gave no response and 2% of students declared that they disagree fully that teaching with teaching techniques provides possibility to practice what they learn.
Regarding the question of how much the teaching techniques provide possibilities to create the topic of the lesson through prior terms, 48% of students reported that they agree fully, 34% of students reported that they agree, 13% of students had no answer, 5% of students did not agree that teaching techniques provide the possibility to create the title of the lesson by prior terms.
Whereas, whether teaching techniques provide opportunities to students to take different roles during learning process, 50% of students stated that they fully agree that learning techniques provide opportunities for students to take different roles during learning process, 25% of students reported that they agree, 10% of students reported that they have no answer to this question, 9% of students did not agree and 6% of students did not agree at all that teaching techniques provide opportunities to take different roles during the learning process in the classroom.

**Result of teachers**
The histogram no.10 presents the statements of teachers on the role of teaching techniques in developing creative skills.

Histogram no.10 presents the results of teachers
The histogram shows that out of all surveyed teachers, 60% of them agree fully that teaching techniques provide the possibility for students to take different roles during the learning process in the classroom, 40% of them agree and none of the teachers stated that they disagree with this question.
Regarding the question as to whether the teaching techniques provide opportunities to students to practice what they learned, out of all surveyed teachers, 45% agreed fully, 55% of them also agreed and 0% or there was no teacher that did not give any response and did not agree that teaching techniques provide opportunities for students to practice lessons learnt. In the same manner and with the same results, students have agreed on the role of teaching techniques in the development of creative skills.

3.5. **The role of teaching techniques in forming social and ethical skills**
Modern teaching is characterized by knowing and using a diversity of teaching techniques during the class, which affect the socialisation between students and the formation of ethical values and
democratic citizenship. Teaching techniques require cooperation among students to achieve certain outcomes and such cooperation promotes respect, tolerance, justice and equality among students. Cooperative learning is a teaching approach through which students work together in small groups to achieve a goal. Such groups of students are not groups formed permanently so that they should vary depending on the planned learning activities.

The research studies continuously show that students are more successful in their thinking when sitting in groups than in the traditional way of learning when students are sitting in theatre format and they are required to listen, recite etc.

The histogram no. 11 presents the statements of students on the role of teaching techniques in

Histogram no. 11 presents the results of students

According to the histogram no. 11, it can be seen that 48% of students stated that they agree fully that they cooperate with their class friend when techniques are used in the classroom, 31% of students agree, 4% of students gave no response and 4% of students stated that they do not agree at all that they cooperate with their class friend when teaching techniques are used in the classroom.

How much students feel equal in the classroom when teaching techniques are used, out of all surveyed students, 45% of them agree fully, 30% of students declared that they agree, 13% of students gave no response, 6% of students stated they did not agree and 6% of students did not agree at all.

Regarding the question of forming the habit for their rights, 45% of students stated that they agree fully that teaching techniques help in forming the habits for their rights, 27% of students agree, 20% of students stated they do not have any answer, 5% of students stated they disagree and 3% of students do not agree at all with this question.

Regarding the gain of habits/skills to respect each other through teaching techniques, 53% of students reported that they fully agree, 33% of students agree, 7% of students gave no response, 5% of students disagree and 2% of students reported that they do not agree at all that teaching techniques encourage the respect of the opinion of class friend during the learning process in the classroom.

To this end, the cooperation between students plays an important role as students are given the opportunity to review the part that they read, to create joint summaries, requires students to listen to
each other and share responsibilities of teaching and learning in the classroom. It also provides opportunities to listen to different contentsssince they can improve any misunderstanding and confusion. (Kosovo Education Center. (2004). “The Reading and Writing for the Critical Thinking”. Guide 5. Cooperative Learning, Prishtina). Such techniques are: “Think/Pair/Share”, “Round Table (Round Robin Brainstorming)”, “Three Step Interview”, “Teams/Games/Tours”, “Pens in the Middle”, “The Blind Hand”, “Fix/Freeze/Pair”, “Gallery Walk” etc. The advantages of collaborative learning are: higher achievements and improved learning, reasoning, undisruptive attitude, motivation for higher achievements and internal motivation for learning, positive attitudes toward the subjects and school, positive attitude towards the teacher, better learning adaptation and social welfare.

Results of teachers
The histogram no.12 presents the opinions of teachers for the role of teaching techniques in forming social and ethical skills.

Histogram no.12 presents the results of teachers
From the histogram no. 12, it can be seen that out of all surveyed teachers, 70% of them reported that they fully agree that teaching techniques encourage cooperation between students in the classroom, 30% of teachers state that they agree and 0% or no teacher gave any response and no teacher disagreed that teaching techniques encourage the cooperation between students in the classroom.

Regarding the question of how much students respect the opinion of each other during the teaching with teaching techniques, 45% of surveyed teachers stated that they fully agree, 55% of them stated that they agree and 0% or no teacher gave any response, and no teacher disagreed with the question. On the question of how much the teaching techniques help students to feel equal in the classroom despite their gender ethnicity and their skills, 60% of teachers stated they have no response and 0% or no teacher stated that they disagree or do not agree at all that teaching techniques help students to feel equal during the learning process in the classroom.

Whereas, whether teaching techniques help in the socialisation of students in the classroom, out of all surveyed teachers, 60% of them reported that they fully agree, 30% of them agree, 10% of teachers stated they have no response and 0% stated that they do not agree or disagree fully that the teaching techniques help students to socialise among themselves.
4. DISCUSSION

Results of students and teachers in general show that teaching techniques during the learning process of students have different functions in the development of verbal skills, which may be techniques that encourage student-student debates or student-teacher debate, which help to eliminate the potential prejudices, which exist in relation to the teacher or to other students. According to the research, through teaching techniques, students regulate information processing; improve their analytical skills, selective attention, etc. (file:///C:/Users/botek/Downloads/ED347647%20%20teaching%20for%20thinking.pdf).

Furthermore, some teaching techniques develop the written skills and they are: “Essay”, “Free writing”, Two-part Diary’, etc. This means that one technique can perform two-three functions at the same time during the learning process, such as, the technique “Free writing”, which develops the writing skills but at the same time it inspires students for creativity. In addition, the results if students and teachers on the function of teaching techniques in the learning process prove that teaching techniques develop critical thinking skills of students, which means that students not only learn a topic but they can also do analyses, synthesis, judgment, etc.

The modern teaching is characterized by the use of diversity of teaching techniques, which aim to educate students with the values of democratic citizenship. In this respect, the results of the students and teachers show that teaching techniques promote respect, tolerance, justice and equality in the student-student and student-teacher relationship and which results in the formation of social and ethical skills of students. In some questions, the students did not respond correctly because the questions should have been made for their level. With teachers, on the other hand, all questions were appropriate for their level.

5. CONCLUSION

Based on the obtained result, we can conclude that teaching techniques perform different functions in student learning, although it is difficult to group these functions in specific dimensions as correlation exists between them. This pilot research study is a guide for improvements by consulting further literature for the implementation of a wide research in the level of Kosovo.

REFERENCE


Gavin Reid (2005). Learning styles and inclusion, Paul Chapman Publishing, London (Chapter 1, 2, 5, 6, 9, 10).


Models of Interactive Teaching (2007). Messages from the classroom II. KEC. Prishtina
Internet sources:
http://pedagogy.merlot.org/ActiveLearning.html 03/06/2016
file:///C:/Users/botek/Downloads/ED347647%20%20teaching%20for%20thinking.pdf (pg.120-130) 05/05/2016
http://pedagogy.merlot.org/CollaborativeCooperativeLearning.html 03/06/2016
http://pedagogy.merlot.org/ActiveLearning.html 03/06/2016
http://pedagogy.merlot.org/DiscussionStrategies.html 03/06/2016
http://www.fjalori.shkenca.org/ 23/03/2016
http://www.fjalori.shkenca.org/ 21/03/2016