

PEDAGOGICAL TECHNIQUE IN PRIMARY EDUCATION

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Abstract

This study examines pedagogical technique as a fundamental professional competence of primary school teachers. Pedagogical technique is conceptualized as an integrated system encompassing verbal communication, nonverbal behavior, emotional regulation, and classroom management strategies. Using a qualitative conceptual research design, the study synthesizes national and international scholarly literature to analyze the role of pedagogical technique in improving instructional effectiveness. The findings indicate that systematically developed pedagogical technique significantly enhances student engagement, motivation, and the quality of classroom interaction in primary education settings.

Keywords: Pedagogical technique; primary education; teacher competence; classroom communication; nonverbal behavior; instructional effectiveness; TPACK.

Introduction

The quality of education is closely associated with the professional competence of teachers. Among various competencies, pedagogical technique plays a crucial role in shaping effective teaching and learning processes in classroom environments.

Pedagogical technique refers to the teacher's ability to manage instructional communication through verbal expression, nonverbal behavior, emotional control, and pedagogical influence strategies. It represents the practical implementation of pedagogical knowledge in real educational settings.

In primary education, learners are highly sensitive to teacher behavior, emotional expressions, and communicative style. Therefore, pedagogical technique becomes a key factor influencing students' motivation, attention, and academic achievement.

LITERATURE REVIEW

The theoretical foundation of pedagogical competence originates from the work of Lee Shulman, who emphasized the integration of content knowledge and pedagogical understanding as essential for effective teaching practice.

Further development of this concept is presented in the TPACK framework by Punya Mishra and Matthew J. Koehler, which highlights the interaction between technological, pedagogical, and content knowledge domains.

According to John Hattie, teacher-related factors such as instructional clarity, feedback quality, and communication strategies are among the most powerful determinants of student achievement.

Research by Albert Mehrabian demonstrates that nonverbal communication significantly influences interpersonal understanding and message interpretation in human interaction, including educational contexts.

Uzbek pedagogical scholars such as Azizxo‘jayeva N.N., Qodirova F.R., and Yo‘ldoshev J.G‘. emphasize the importance of pedagogical mastery and innovative teaching approaches in improving teacher effectiveness and classroom practice.

METHODOLOGY

This study employs a qualitative conceptual research design based on:

- systematic literature review
- comparative analysis of pedagogical theories
- synthesis of international and national research findings
- interpretative analysis of teacher competence models

The aim is to conceptualize pedagogical technique as an integrated and multidimensional construct.

RESULTS

The analysis reveals that pedagogical technique consists of four interrelated components:

- verbal communication skills
- nonverbal behavioral expression
- emotional regulation abilities
- classroom management strategies

These components function as a unified system that directly influences teaching effectiveness.

Pedagogical technique has a significant impact on:

- student engagement and participation
- learning motivation and attention

- classroom interaction quality
- academic performance and comprehension

Teachers with well-developed pedagogical technique create more supportive and effective learning environments.

The integration of pedagogical technique with the TPACK model enhances teachers' instructional adaptability by combining pedagogical knowledge, technological tools, and subject content into a coherent teaching system.

DISCUSSION

Pedagogical technique should be considered a core professional competence rather than a supplementary teaching skill. It serves as a bridge between theoretical pedagogical knowledge and practical classroom application.

The findings also indicate that many teacher education programs do not provide sufficient structured training in communication skills, emotional intelligence, and reflective practice. Addressing this gap is essential for improving teacher quality and educational outcomes.

CONCLUSION

Pedagogical technique is a key determinant of teaching effectiveness in primary education. Its systematic development enhances instructional quality, student engagement, and learning outcomes.

Future teacher education programs should:

- integrate pedagogical technique training into curricula
- strengthen reflective teaching practices
- combine pedagogical, technological, and communicative competencies

Further research is recommended to empirically validate pedagogical technique models across diverse educational contexts.

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