

# Effectivity Of Teaching Strategies On Elementary Grades

Jirah Shemaiah Juson

Grade 12 – HUMSS Student  
Northwestern Agusan Colleges  
Caraga, Philippines

[jusonjirahshemaiah@gmail.com](mailto:jusonjirahshemaiah@gmail.com)  
<https://orcid.org/0009-0002-8505-8334>

**Abstract:** *Effective teaching strategies, trends, methods, and techniques are paramount in shaping the educational landscape. This paper explores the evolving dynamics of teaching, focusing on innovative and effective strategies that enhance student learning. Key ideas of discussion include active learning, where students participate in activities such as reading, writing, and problem – solving, collaborative teaching, which encourages group work and peer – to – peer learning; and technology – integrated teaching, which leverages digital tools to improve learning outcomes. The paper also delves into emerging trends, such as gamification and flipped classrooms, which are disrupting traditional teaching methods. These strategies, methods, trends, and techniques, when implemented correctly, can significantly improve students’ engagement and performance, fostering a more inclusive, interactive and effective learning environment.*

**Keywords—strategies; trends; methods; techniques; education; learning; effective**

## 1. INTRODUCTION

In order to establish an environment where students may learn effectively, strategies, trends, methods, and tactics are crucial in education. With the use of these techniques, teachers can get their pupils more involved in class activities, which will improve their comprehension of the subjects being covered. It also allows for a variety of approaches to be used when introducing new concepts or ideas so that all types of learners have access to different kinds of materials that suit their individual needs.

Teachers can more correctly assess their students' progress by using strategies, trends, methodologies, and procedures. For instance, a teacher can assess a student's conceptual understanding by monitoring them in class or by giving them comprehension-testing assignments. This enables teachers to focus on particular areas where they perceive improvement—or a lack thereof—leading to better tailored education.

Strategies, trends, methods and techniques are also important in teaching because they can be used to help foster collaboration among students. By having students work together on assignments or activities it encourages them to think critically about the subject matter as well as build relationships with their peers. This type of environment helps create an atmosphere where learning is both fun and effective. Different strategies, methods, trends, and techniques in teaching help the students to be more attentive in class, and by doing so, they are able to understand the lesson that is being taught by the teacher. The procedures and methods a teacher use to aid in student learning are known as teaching strategies. The teaching technique used by the instructor depends on the students' present level of knowledge, the idea being covered, and where they are in their learning process. A student uses a learning strategy when they want to organize and use a certain set of abilities to acquire curriculum material or carry out other

activities in a classroom or outside of it more quickly and effectively. The techniques, steps, or other processes a teacher employs when imparting knowledge in a classroom are referred to as effective teaching strategies. In order to satisfy standards and meet the educational requirements of their pupils, teachers use several tactics to guide their instruction. (Cchiaro, 2022)

Teachers must be well-versed in a variety of teaching techniques and have access to a wide range of these techniques. This aids teachers in involving their students and maintaining classroom participation in the learning process. The use of teaching tactics in the classroom is crucial. Teachers would haphazardly project material that doesn't connect with students or interest them without the usage of a technique.

Finally, effective teachers foster effective students who take an active role in their own education and growth. They can control a classroom to get rid of or lessen challenging behaviors, teach new material in an interesting and understandable method, and pique students' interest in the subject to encourage higher-order thinking. In addition to having a passion for their subject, effective instructors also employ their experience and pedagogical expertise to produce high-quality learning. (Hawthorne, 2023)

## STRATEGIES IN TEACHING

Teaching methods are vitally important. It aids in the development of better learners and deeper subject comprehension in kids. We can make sure that everyone in a classroom is engaged and comprehends the topic by employing efficient teaching techniques. Using pictures when teaching is a proven method. For instance, while discussing a difficult idea, teachers can use pictures or diagrams to help pupils understand the point more clearly. This visual

reinforcement makes learning more engaging and helps to ensure that students are getting the most out of each course. Teaching techniques are crucial. It ensures that the knowledge taught will stick with them for a very long time while also assisting people in learning more effectively and more quickly. Because of this, I believe it is crucial for teachers to devise innovative teaching strategies so that students can effectively absorb what is being taught. The use of teaching strategies in the classroom is crucial. Teachers would haphazardly project material that doesn't connect with students or interest them without the usage of a technique. Strategies foster engagement, connection, and enthusiasm in the delivery of the content. Some students can even use these techniques independently when they learn new content once they become familiar with the numerous ways teachers employ. (Cchiaro, 2022)

### TRENDS IN TEACHING

A crucial component of contemporary education is trend teaching. To keep current and relevant with the newest knowledge accessible, it's critical to comprehend current trends. By introducing new viewpoints into the classroom, trends can assist teachers in making their teachings more engaging, which in turn helps students stay interested in and focused on what they are studying. Furthermore, trendy teaching enables instructors to include brand-new technologies in their instruction so that students have access to cutting-edge resources for research or analysis. Trends teaching is important as it allows us to stay up to date with the latest developments in our field. It also helps teachers provide their students with relevant knowledge and skills that will be beneficial for them both now and in the future. Following educational trends can occasionally feel like watching fashions come and go — confusing at stylish and frustrating at worst. But keeping an eye on these trends can be helpful in addition to completing your professional development conditions. numerous are grounded on educational exploration or current events that can help you support your scholars more effectively. (Waterford.org, 2022)

### TECHNIQUES IN TEACHING

One of the most important requirements of the ways of tutoring is that it helps to attract the scholar's attention in the classroom. Proper use of tutoring makes the scholars interested in the subject and creates appetite to learn further. They stimulate the mind of the scholars to learn. They stimulate the mind of the scholars to learn. They encourage the scholars to prepare for the assignment before the inception of class. They're necessary as a means of creating or sustaining interests among the children. Proper use of ways of tutoring leads to the retention of subject matter tutored to children more completely. Tutoring is incredibly important. By using different tutoring methods, preceptors can make sure that the material they are presenting is engaging and accessible for their scholars. Different tutoring styles also ensure that everyone in the class has an equal chance to share and learn from the assignment being tutored.

### METHODS IN TEACHING

The various strategies that teachers employ to aid in their pupils' learning are referred to as teaching methods. Common techniques include problem-based learning, cooperative learning, inquiry-based learning, and direct instruction. Each approach has pros and cons of its own, but they are all intended to aid in students' comprehension of a certain topic or idea. The teacher gives their students specific instructions and expectations via direct instruction, a traditional technique of education. Topics that need on memorization or the mastery of particular skills can benefit from this type of approach.

Another well-liked teaching strategy is inquiry-based learning, where pupils are urged to investigate and query many subjects under the guidance of the teacher. Students' critical thinking is encouraged as a result, allowing for deeper knowledge. In a teaching strategy known as cooperative learning, pupils collaborate to accomplish shared objectives. As it promotes peer social contact, this might be advantageous for subjects that call for cooperation and teamwork. Finally, problem-based learning is a teaching technique in which students are presented with real-world issues and asked to solve them using their knowledge. This helps to reinforce the content while also allowing pupils to be creative.

## 2. METHODOLOGY

### 2.1 RESEARCH DESIGN

The study employs the descriptive quantitative and qualitative exploration design in analyzing the strategies, trends, styles, and ways of tutoring in the new normal literacy perspective of scholars.

Qualitative descriptive design is employed for inheriting inflexibility, mileage, simplicity in different surrounds. It is the descriptive operation of exploration in a scientific rigor. It constitutes the design in the descriptive exploration from the other styles of qualitative exploration. It provides an overview of the descriptive qualitative exploration that underlies and orientates the crucial characteristics and philosophical perspective that refers and identifies the recrimination of the study. It also provides perceptivity in the descriptive exploration and operation of the process and designs the identification of the unequivocal element in the operation of the exploration approaches. It enhances the available information of exploration in the descriptive qualitative approach in impacting the employed approach of standard exploration, Doyle, McCabe, Keogh, Brady, & McCann,( 2020).

On the other hand, quantitative descriptive designs are also employed because it explains the response of the strategies, trends, styles, and ways of tutoring in the new normal literacy perspective of scholars among the repliers. It also explains and discusses the exploration design in quantitative exploration especially on the executions, structures and designs that affect in the findings and significant consideration of the result of the study. It provides ways in the

conception and understanding of the exploration inflow and design of the study, Bloomfield, & Fisher,( 2019)

**2.2 RESEARCH QUESTIONS**

1. What are the strategies, trends, approaches, and ways of tutoring in the new normal literacy perspective of scholars?
2. Is there a significant difference on the strategies, trends, approaches, and methodologies of education in the new normal knowledge perspective as observed among the interviewees?

**2.3 PARTICIPANTS OF THE STUDY**

The subjects of the study are the professional educators and students in Northwestern Agusan Colleges, - in elementary department, a private institution. They consist of 6 teachers in all and 91 students from Grade 1 to Grade 6 in all.

**TEACHER**

Male	Female	Population
4	2	6

**STUDENT**

Grade Level	Male	Female	Population
Grade 1	10	7	17
Grade 2	10	10	20
Grade 3	10	4	14
Grade 4	7	2	9
Grade 5	9	7	16
Grade 6	3	6	9

**2.4 RESEARCH INSTRUMENTS**

The questionnaire contains demographic questions – for teachers- such as name, age, gender, and years of teaching. Also, demographic profile is being asked for the students such as name, age, grade level. The instrument is based on a 5-point Likert scale: strongly agree, agree, undecided, disagree, and strongly disagree. The questionnaire has 20 questions for the teachers and 20 questions for the students. This paper summarizes the section on the development of teachers' skills to think and express themselves through teaching techniques. Reliability and validity analysis was used in this study. Also, the researchers created questionnaires for the students as part of their respondents.

**2.5 STATISTICAL TOOL**

Frequency - this will describe the composition of the population

Likert Scale - measures the participants understanding and opinions

Average Weighted Mean - an average computed by giving different weights to some of the individual values

Standard Deviation - a summary measure of the differences of each observation from the mean

**2.6 RESEARCH QUESTIONNAIRES**

**TEACHER**

**INDICATORS**

1. It organizes a course design necessary in a classroom setting in a pedagogical value component placing students' learning and experiences at the heart of the plan.
2. Its platforms, equips, and engages tools for student's options in the classroom for an effective learning process.
3. It incorporates technology into teaching to actively engage students in multimedia software and other advanced technology in teaching.
4. It develops thinking skills and effective learning to analyze, contextualize, relate, and argue that will convert to knowledge and information of students.
5. It provides and differentiates teaching by allocating tasks based on students' abilities, to ensure no one gets left behind.
6. Lecturers take time to nurture both educational and social development, academic progress to improve the classroom behavioral issues.
7. There is self-care in classroom setting learning to adjust in curriculum for teachers, students, and parents gained values and appreciation.
8. It improves the attention, involvement, and acquisition of knowledge that provides method and impact of learning in a positive way.
9. It encourages students to work together by introducing various class activities to enhance the learning process
10. It provides text-based that can be used to create teacher-student interaction team-based exercises and expected live interaction with their peers in classroom setting learning.
11. Involves the use of games in the learning strategy and reward to teach students and becomes active in the lesson.
12. It makes possible and identifies greater accuracy and general innovation in the creation of educational experiences and new ideas in the learning process.
13. It lays the foundation of why and how to conduct the class and helps set expectations, creating a shared class culture where students take more responsibility for their class participation.

14. It poses thought-provoking questions which inspire students to think for themselves and become more independent learners
15. Blended learning in the classroom structure directs teachers' instruction in more directed activities of students
16. It brings academic concepts to life with visual and practical learning experiences, helping students to understand the lesson into real life situations
17. School curriculum is adaptive to a student's unique needs, to promote student progress.
18. Methods of teaching exist in the updated classroom setting learning, information, and communication technologies
19. It allows students to develop knowledge and skills in the classroom setting
20. It consists of learning processes from various stages, acquiring knowledge, asking questions that will lead to more questions in a growing complexity.

**STUDENT**

**INDICATORS**

1. My teachers make an effort to motivate us in our class.
2. My teacher listens to my answers and gives immediate feedback.
3. My teacher uses devices to give a lively learning experience.
4. My teacher helps me get to participate in different groups with different classmates in ways that help me learn.
5. I get different opportunities to show my understanding, learning and skill (besides tests).
6. My teacher is very hands on every time we have an activity.
7. I get a chance to work individually, talking and completing activities in English to help me learn.
8. My teacher helps me to focus more on the activity

12. It makes possible and identifies greater accuracy and general innovation in the creation of educational experiences and new ideas in the learning process.	1.2
13. It lays the foundation of why and how to conduct the class and helps set expectations, creating a shared class culture where students take more responsibility for their class participation.	1.2
14. It poses thought-provoking questions which inspire students to think for themselves and become more independent learners	1.3
15. Blended learning in the classroom structure directs teachers' instruction in more directed activities of students	1.3
16. It brings academic concepts to life with visual and practical learning experiences, helping students to understand the lesson into real life situations	1.8
17. School curriculum is adaptive to a student's unique needs, to promote student progress.	1.5
18. Methods of exist in updated digital learning, information, and communication technologies	1.8
19. It allows students to develop knowledge and skills in the classroom setting	2.2
20. It consists of learning processes from various stages, acquiring knowledge, asking questions that will lead to more questions in a growing complexity.	2.2
<b>AVERAGE WEIGHTED MEAN</b>	<b>1.7</b>
<b>STANDARD DEVIATION</b>	<b>0.5</b>

that he/she does.

9. My teacher allows us to work with a partner or with accompany in order to finish the given activity.

10. In my classes, my teachers use written and oral explanations as well as visual graphics or pictures or organizers to help me learn.
11. In my classes, my teachers provide learning activities that involve games in order to be active in class.
12. In my classes, my teachers allow me to give opinions about the activity. In that way, there's an interaction between the student-teacher situation.
13. My teacher will set an objective on what to expect during the class.
14. The teacher would give questions that will awaken the curiosity of the student.
15. Encourage students to use different kinds of approaches in learning.

INDICATORS	M
1. It organizes a course design necessary in an online environment in a pedagogical value component placing students' learning and experiences at the heart of the plan.	1.3
2. It platforms, equips, and engages tools for student's options in the classroom for an effective learning process.	1.5
3. It incorporates technology into teaching to actively engage students in multimedia software and other advanced technology in teaching.	1.3
4. It develops thinking skills and effective learning to analyze, contextualize, relate, and argue that will convert to knowledge and information of students.	1.7
5. It provides and differentiates teaching by allocating tasks based on students' abilities, to ensure no one gets left behind.	1.8
6. Lecturers take time to nurture both educational and social development, academic progress to improve the classroom behavioral issues.	1.5
7. There is self-care in online learning to adjust in the curriculum for teachers, students, and parents gained values and appreciation.	1.7
8. It improves the attention, involvement, and acquisition of knowledge that provides method and impact of learning in a positive way.	1.8
9. It encourages students to work together by introducing various class activities to enhance the learning process	1.8
10. It provides synchronous technologies from text-based that be to create teacher-student interaction team-based exercises and expected live interaction with their peers in online learning.	1.7
11. Involves the use of games in the learning strategy and reward to teach students and becomes active in the lesson.	1.8

16. My teacher would give pictures as a basis for his/her lesson.
17. My teacher ensures that the need of the student is being provided.
18. In my class, my teacher would allow his/her students to use digital technologies in order to aid the given homework.

19. Our school environment helps us learn more
20. My teacher provides different teaching strategies every day for us to be more active in the class.

**3. DISCUSSION**

*Table 1.*

*A. Strategies, Trends, Methods, and Techniques of teaching in the students' learning.*

**(TEACHERS)**

(Table 1 presents the weighted mean and the corresponding interpretation on the strategies, trends, methods, and

techniques, of teaching in the new normal teaching and learning perspectives of teachers.)

As showed on the table, rank 1 is shared with 2 indicator which are “It allows students to develop knowledge and skills in the classroom setting.”, “It consists of learning processes from various stages, acquiring knowledge, asking questions that will lead to more questions in a growing complexity” with a weighted mean of 2.2.

Rank 2 is also shared with 6 indicators which are “It provides and differentiates teaching by allocating tasks based on students’ abilities, to ensure no one gets left behind.”, “It improves the attention, involvement, and acquisition of knowledge that provides method and impact of learning in a positive way.”, “It encourages students to work together by introducing various class activities to enhance the learning process.”, “Involves the use of games in the learning strategy and reward to teach students and becomes active in the lesson”, “It brings academic concepts to life with visual and practical learning experiences, helping students to understand the lesson into real life situations”, “Methods of exist in updated digital learning, information, and communication technologies” with the weighted mean of 1.8.

Rank 3 is also shares with 5 indicators, and these are “ It platforms, equips, and engages tools for student’s options in the classroom for an effective learning process.”, “It provides and differentiates teaching by allocating tasks based on students’ abilities, to ensure no one gets left behind.”, “Lecturers take time to nurture both educational and social development, academic progress to improve the classroom behavioral issues.”, “There is self-care in online learning to adjust in the curriculum for teachers, students, and parents gained values and appreciation”, “It brings academic concepts to life with visual and practical learning experiences, helping students to understand the lesson into real life situations” with 1.5 as the weighted mean.

Rank 4 have 4 indicators which are “1. It organizes a course design necessary in an online environment in a pedagogical value component placing students’ learning and experiences at the heart of the plan.”, “It incorporates technology into teaching to actively engage students in multimedia software and other advanced technology in teaching”, “It poses thought-provoking questions which inspire students to think for themselves and become more independent learners”. “Blended learning in the classroom structure directs teachers’ instruction in more directed activities of students”, with the weighted mean of 1.3

Rank 5, have 2 indicators and these are “It makes possible and identifies greater accuracy and general innovation in the creation of educational experiences and new ideas in the learning process”, “It lays the foundation of why and how to conduct the class and helps set expectations, creating a shared class culture where students take more responsibility for their class participation” with the weighted mean of 1.2.

**B. Strategies, Trends, Methods, and Techniques of teaching in the students’ learning. (STUDENTS)**

INDICATORS	M
I. My teachers try to motivate us in our class.	4.6
II. My teacher listens to my answers and gives immediate feedback.	4.4
III. My teacher uses devices to give a lively learning experience.	4.4
IV. My teacher helps me get to participate in different groups with different classmates in ways that help me learn.	4.6
V. I get different opportunities to show my understanding, learning and skill (besides tests).	4.4
VI. My teacher is very hands on every time we have an activity.	4.4
VII. I get a chance to work individually, talking and completing activities in English to help me learn.	4.5
VIII. My teacher helps me to focus more on the activity that he/she does.	4.5
IX. My teacher allows us to work with a partner or with accompany to finish the given activity.	4.4
X. In my classes, my teachers use written and oral explanations as well as visual graphics or pictures or organizers to help me learn.	4.6
XI. In my classes, my teachers provide learning activities that involve games to be active in class.	4.5
XII. In my classes, my teachers allow me to give opinions about the activity. In that way, there’s an interaction between the student-teacher situation.	4.2
XIII. My teacher will set an objective on what to expect during the class.	4.4
XIV. The teacher would give questions that will awaken the curiosity of the student.	4.5
XV. Encourage students to use different kinds of approaches in learning.	4.5
XVI. My teacher would give pictures as a basis for his/her lesson.	4.4
XVII. My teacher ensures that the need of the student is being provided.	4.6
XVIII. In my class, my teacher would allow his/her students to use digital technologies to aid the given homework.	3.9
XIX. Our school environment helps us learn more.	4.6
XX. My teacher provides different teaching strategies every day for us to be more active in the class.	4.4
MEAN	4.4
STANDARD DEVIATION	0.1

(Table 1 presents the weighted mean and the corresponding interpretation on the strategies, trends, methods, and techniques, of teaching in the new normal teaching and learning perspectives of teachers.)

As shown on the table, rank 1 is shared with 5 indicator which are “My teachers try to motivate us in our class.”, “My teacher helps me get to participate in different groups with different classmates in ways that help me learn.”, “In my classes, my teachers use written and oral explanations as well as visual graphics or pictures or organizers to help me learn.”, “My teacher ensures that the need of the student is being provided.”, “Our school environment helps us learn more.” with a weighted mean of 4.6.

Rank 2 is also have 5 indicator which are “I get a chance to work individually, talking and completing activities in English to help me learn.”, “My teacher helps me to focus more on the activity that he/she does.”, “In my classes, my teachers provide learning activities that involve games to be active in class”, “The teacher would give questions that will awaken the curiosity of the student.”, “Encourage students to use different kinds of approaches in learning”, with the weighted mean of 4.5.

Rank 3 is also shared with 8 indicator, and these are “My teacher listens to my answers and gives immediate feedback.”, “My teacher uses devices to give a lively learning experience”, “I get different opportunities to show my understanding, learning and skill (besides tests)”, “My teacher is very hands on every time we have an activity”, “My teacher allows us to work with a partner or with accompany to finish the given activity”, “My teacher will set an objective on what to expect during the class”, “My teacher would give pictures as a basis for his/her lesson”, “My teacher provides different teaching strategies every day for us to be more active in the class” with 4.4 as the weighted mean.

Rank 4 talks about “In my classes, my teachers allow me to give opinions about the activity. In that way, there’s an interaction between the student-teacher situation.” with the weighted mean of 4.2.

Rank 5, “In my class, my teacher would allow his/her students to use digital technologies to aid the given homework” with the weighted mean of 3.9.

**Table 2**

**A. Significant difference in the strategies, trends, methods, and techniques of teaching elementary students and learning perspectives as observed among respondents.**

	Z computed value	comparison	Z critical value	Decision
Strategies, Trends, methods, and techniques observed	177.21	>	0.1	rejected

Table 2 shows the significant difference in the strategies, trends, methods, and techniques of teaching in the new normal and learning perspective as observed by the respondents. According to the table, the hypothesis was rejected since the z computed value of 177.21 was higher than the z critical value of 0.1. Hence, it is reasonable to conclude that the respondents' observations of the strategies, trends, methods, and techniques of teaching in the context of the new normal and learning perspective differ significantly. It is decided to embrace the other hypothesis.

**Table 3.**

**A. Thematic analysis and core ideas on strategies, trends, methods, and techniques of teaching in the new normal and learning perspective of students.**

		FREQUENCY OF CORE IDEA RESPONSE
Strategy in Teaching	Variant	Plan and organize thoughtfully
	Variant	Clarify expectation, norm, and purpose
	General	Build faculty and student-centered interaction
	General	Use of technology
Trends in Teaching	General	Self-care
	Typical	Blended learning
	General	Personalized learning
	General	Social and emotional learning
Methods in Teaching	Variant	Gamification
	Typical	Experiential Learning
	General	Flipped Classroom
	Typical	Project-based learning
	Variant	Cooperative learning
	General	Problem-Based Learning
Techniques in Teaching	Typical	Design thinking
	Typical	Thinking-Based Learning
	General	Visualization
	Variant	Cooperative learning
	General	Inquiry-based instruction
	Typical	Differentiation
	Typical	Technology in the classroom

Based on the participant's response, the theme analysis reflects the outcome of the survey as it was provided via questionnaire. Furthermore, the theme analysis and the essential ideas are included. However, the data collected from the students is categorized based on the participants' responses and predictions. Three categories are used to group the responses: general, typical, and variant. "Generic" describes the quantity of participant responses falling between 80 and 100, "Typical" describes the responses falling between 25 and 79, and "Variant" describes the responses falling between 1 and 25. Therefore, the language is provided verbatim in order to further elucidate the participants' answer.

**3. DISCUSION**

Strategies, trends, methods, and techniques provide a structured framework for teaching, ensuring that learning objectives are met. The help teachers create engaging and meaningful learning experiences for students. By employing effective strategies, teachers can facilitate student understanding, knowledge retention, and skills development. Incorporating a variety of strategies, trends, methods, and techniques keeps students engaged and motivated in the learning process.

Different students have different learning styles and preferences, and using diverse approaches helps cater to their individual needs. Strategies, trends, methods, and techniques allow teachers to differentiate instruction to meet the diverse needs of students. By employing various approaches, teachers can address different learning styles, abilities, and interests within a single classroom. This ensures that all students have equal opportunities to succeed and learn at their own pace. Exploring and implementing various strategies, trends, methods, and techniques in teaching fosters professional growth for educators. It encourages them to continuously reflect on their teaching practices, seek new knowledge, and refine their instructional strategies. This ongoing professional development enhances their teaching skills and allows them to better support students learning.

Strategies are the overall plans that outlines the approach teachers will take to present the course content. They are broad and could include elements like student – centered learning, cooperative learning, or inquiry – based learning. Teaching strategies are comprehensive plans developed by teachers to guide instruction. They encompasses a wide variety of instructional methods, each suited to teaching a certain set of skills or knowledge. Strategies can be as broad as direct instruction, where teachers directly deliver the material, or as specific as reciprocal teaching, where students take turns explaining to each other what they’ve learned. Other strategies include inquiry- based learning, where students ask questions and seek answers, and cooperative learning, where students work together to accomplish a learning goal.

Trends refers to the popular or latest changes in teaching and learning. They are influenced by research and technology and

aim to improve and modernize education. Current trends include digital learning, personalized learning, and social – emotional learning. Trends in teaching refer to the latest changes or new directions in the field of education. These are often influenced by societal changes, advancements in technology, or new research findings. Current trends include digital learning, where technology is heavily integrated into the classroom, personalized learning, where instruction is tailored to each students' needs and abilities, and social – emotional learning, where the focus is on developing the whole student, including their emotional intelligence and interpersonal skills. Staying up – to – date with these trends enables teachers to adapt their teaching practices to meet the changing needs of students. By embracing new strategies, trends, methods, and techniques, educators can provide relevant and meaningful learning experiences.

Methods are the ways or manners in which a teacher chooses to guide students through the learning process. Methods can vary depending on the subject matter, student learning needs, and teachers' educational philosophy. Teaching methods are the principles and ways that teachers use to enable student learning. These methods make up the essential part of the lesson plan. They dictate the approach used for a particular lesson, and influence the style of delivery, including the type of activities and task used.

Techniques are the specific activities or exercises used to engage students in learning. They are the practical ways of implementing the teaching methods. Techniques in teaching are the specific actions or activities teachers use to engage their students during instruction. They are the tools teachers use to implement their chosen teaching methods. These can range from simple techniques like questioning and brainstorming, to more complex techniques like role plays, group work, or debates. The choice of technique will depend on the teaching chosen, the material to be covered, and the students' abilities and preferences.

Strategies, trends, methods, and techniques are interconnected and are used in different combinations to create effective and engaging learning environments. They are continually evolving to meet the changing needs of students and the world. Having effective strategies trends, methods, and techniques in teaching is vital for creating engaging, meaningful, and successful learning experiences. They promote students engagement, motivation, and differentiation while adapting to the changing needs of students and society. By employing these approaches, teachers can enhance learning outcomes and foster their own professional growth. The strategy is the overall plan, the trend is the current direction, the method is the approach, and the technique is the specific activity used in teaching. All these elements work in harmony to create an effective and engaging learning experience. They are continually evolving to meet the changing needs of students and society. Teaching is a dynamic profession, and part of its beauty lies in this constant evolution. The best teachers are often those who adapt their strategies, methods, and techniques to meet the needs of students and society. Effective strategies, trends, methods,

and techniques have a direct impact on learning outcomes. When teachers employ research – based practices and innovative approaches, students are more likely to achieve desired learning goals. It also fosters professional growth for educators. It encourages them to continuously reflect on their teaching practices, seek new knowledge, and refine their instructional strategies.

#### **4. CONCLUSION**

Effective teaching strategies and techniques are designed to optimize student learning outcomes. They aim to engage students, promote active participation, and foster a deeper understanding of the subject matter. By employing effective methods, teacher can create an environment that facilitates effective learning and knowledge retention. Effective teaching strategies focus on actively engaging students in the learning process. When students are actively involved and interested in the material, they are more likely to be motivated, attentive, and invested in their own learning. This leads to increased participation, improved comprehension, and better overall academic performance. Effective teaching methods recognize the diverse needs and learning styles of students. They incorporate strategies, such as differentiated instruction, which tailors teaching approaches and content to accommodate individual differences. By catering to the unique needs of each student, effective methods promote inclusive learning environments and ensure that all students have equal opportunities to succeed. Effective teaching techniques often incorporate real - world application and relevance. By connecting classroom learning to real - life situation, students can see the practical value and applicability of the knowledge they acquire. This helps to foster a deeper understanding and appreciation for the subject matter. The effectiveness of teaching strategies, trends, methods, and techniques lies in their ability to create a positive and engaging learning environment, promote student growth and achievement, and prepare students for success in their academic and future endeavors.

#### **5. RECOMMENDATION**

Every learner is unique, with different strengths, weaknesses, and preferred learning styles. By implementing a variety of teaching strategies, educators can accommodate the diverse needs of learners and ensure that each individual has the opportunity to understand and engage with the material effectively. Using the same teaching strategy repeatedly can lead to monotony and disengagement among learners. By incorporating different teaching strategies, educators can create a dynamic and stimulating learning environment that keeps learners engaged and motivated.

Different learners have different learning styles, such as visual, auditory, kinesthetic, or a combination of these. By employing various teaching strategies, educators can cater to different learning styles and provide multiple avenues for learners to comprehend and retain information. This ensures that learners can access the material in a way that best suits

their individual learning preferences. Different teaching strategies encourage learners to think critically, analyze, information, and apply knowledge to real – world situations. By incorporating activities such as group discussions, case studies, and hands–on experiments, educators can foster higher – order thinking skills and problem – solving abilities among learners. This equips them with the skills necessary to navigate complex challenges in their academic and professional lives.

Learners progress at different paces, and a single teaching strategy may not be effective for everyone. By employing a variety of teaching strategies, educators can provide opportunities for both fast – paced and slow – paced learners to grasp the material at their own speed. This promotes a supportive learning environment that values individual progress and minimizes the risk of learners falling behind or feeling overwhelmed. Active learning strategies, such as discussions, hands–on activities, and problem–solving tasks, promote higher levels of engagement and participation. When learners actively engage with the material, they are more likely to retain and apply the knowledge in the long term. By implementing different teaching strategies that encourage active learning, educators can enhance the retention and application of knowledge among learners. Implementing different teaching strategies creates a positive and inclusive learning environment where all learners feel valued and supported. It encourages collaboration, creativity, and critical thinking, fostering a sense of community and shared learning among learners.

Implementing different teaching strategies is crucial for accommodating diverse learners, enhancing engagement and motivation, addressing different learning styles, promoting critical thinking and problem – solving accommodating different learning paces, promoting active learning and retention, and fostering a positive learning environment. By embracing a variety of teaching strategies, educators can create an inclusive and effective learning experience that maximizes the potential of every learner.

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