

Impact of interactive teaching on the efficient realization of objectives for children in early school age

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Abstract

Innovation of the practice of teaching through interactive models, new roles of teacher and student, and preference of the activity of the student in the learning process, are found in the basis of changes that is taking place in education in Kosovo. We are talking about actions that aim to improve the quality, durability and applicability of the knowledge that students acquire in school.

So today, in all cycles of education, new teaching models are applied that determine the student as an active subject in the teaching process. Interactive teaching is recommended and implemented with significant uplift, because it is becoming a need of modern education, and part of the needs of teachers and students. The extent and quality of mastering the knowledge in a large extent depends on the way work is organized in class and therefore interactive teaching is a key factor to improve the efficiency and quality of learning.

Interactive teaching influences a higher level of motivation in the classroom by developing the cooperation between the students and activates the responsibility of the students. They learn about the harmonization of positions, collective action, tolerance and modern communication using different sources of knowledge.

In this paper we define the terms of interaction and interactive teaching and actualize a number of other issues related to interactive teaching in the early school age. Also, this paper presents only a part of the authentic results of the two studies combined, one of the results obtained by means of questionnaires given to teachers from nine schools in Kosovo and from the results of interviews conducted with professionals as a focus group.

Results from the survey show that interactive learning methods are extensively covered by the school age. They are already very popular in professional environments or communities of teachers since practice proved their effectiveness.

Keywords: interaction, interactive teaching, learning efficiency.

Introduction

We are witnessing rapid changes in society. One of the ways that lead to the modernization of teaching is the application of interactive teaching. With the use of interactive teaching, change is achieved between the activity of the teachers and students. The goal of interactive teaching is to develop the personality and individuality of every child, not just the adoption of program content. The need for the introduction of interactive teaching stems primarily from the needs of children and the needs of the modern education system.

Definition of basic concepts in research

In this paper are mentioned, explained and analyzed concepts that are supported in the determination of the subject of work. Basic concepts that appear in the title are:

- Interaction;
- Interactive teaching.

There are several definitions of the term interaction, which basically differ in their interpretation of the term, however are placed in the context of sources with pedagogical character, in which interaction relies more on teaching. In Pedagogical Lexicon (2003), the interaction is interpreted as something beyond, in the context of philosophy, of dialectics and a number of specific theories in various sciences. The basic starting point is still the definition by which "the interaction is defined as a general term for various types of interaction between two or more systems."

Brataniæ writes that interactions as current relationship is seen through the mutual action of individuals who mutually determine their behavior based on attitudes that occupy each other. If we have earlier noted that there is no education without interpersonal relations, now we stress that no education without interaction (Brataniæ, 1993, p. 76).

Roth defines the interaction as "actual relationship between two or more individuals, whereby one individual influences the behavior of another individual." The term interaction means "interaction of people who take positions to each other, which mutually determines behavior" (Rot, 1973, p. 11).

Historically, until the mid-eighties of the last century literature on teacher-student interaction is mostly concerned with the aspect of the study of Pianta, Hamre and Shtulman, while the last thirty years the interest of researchers moves to the relationship between student and teacher (Pianta & Hamre & Stuhlman, 2003, p. 199-234).

Duran generally defines interaction as "current relation of two or more individuals in which they mutually affect each other" (Duran, 2000, p. 187-200).

Since when it comes to school learning we distinguish concepts of learning (work undertaken by the student) and teaching (work undertaken by the teacher), two processes that are interrelated.

Interactive teaching implies learning with procedure. The same is characterized by a high level of involvement of the student. The basis of interactive teaching is in constructivism, which implies learning as a process of reflection with the help of a personal experience. Interactive learning requires the teacher to act as a coach and assistant, who uses their real experiences and who should also have the patience or expectations for students to achieve a certain level of quality (Musai, 2014, p. 52).

In the Glossary of upbringing the author Grillo stated that interactive teaching is a learning process that is put in motion by the interest of the student and procedures for consideration (Grillo, 2002, p. 304).

Interactive teaching as part of the instruction represents a level of learning by collaborating since as part of the joint work of the participants are successfully accomplished the set instructional goals and objectives. For this reason the phenomenon active - interactive is an integral part of modern strategy of organizing

and maintaining all forms of educational work and the modalities thereof.

According to Zylfiu interactive teaching as part of the global strategy of the working system of teaching methods is an active learning model in modern school, which has support in the development process of the problem of learning with research elements. In interactive learning, cooperative elements raise the quality of knowledge (Zylfiu, 2011, p. 239)

Interactive teaching is a process that results in a relatively permanent change in mindset and behavior that occur based on experience, tradition and practice of mutual interaction. Such teaching is based on achievements; it creates a positive relationship between teacher and students and achieves social responsibility.

Only active work by students can lead to effective instruction. The interaction is a prerequisite for the development of active instruction. To achieve this will require the class as a group in itself to contain smaller teams or groups that will create interaction and effective cooperation during the instruction. Implementation of interactive instruction in practice means the application of various forms of teaching and application of modern methods and techniques of holding instruction.

Interactive teaching involves organization of the teaching work and is an integral part of any kind of shape of the systems of organization and implementation of the teaching process.

The interactive nature of teaching aims dominant role of the teacher to replace with elements of cooperation between students by creating a pedagogical environment in the classroom, while striving towards improving the efficiency in the classroom (Zylfiu, 2011, p. 201).

Organization of students in the class with interactive approach creates favorable pedagogical environment for successful implementation of the activities that will be conducted interactively.

The application of interactive teaching imposes the need of various auxiliary teaching materials, proper working environment, interior arrangement, training of teachers for application of interactive teaching that is such teaching depends on a greater number of important factors (Meta, 2011, p. 180).

For successful implementation of interactive teaching the following factors are important:

- The quality of interaction between students and teachers;
- Cooperation between parents and other stakeholders in school;
- Teaching program;
- Creating an environment appropriate to the needs of students;
- The role of the teacher as a head of the interactive teaching.

As you can see interactive teaching is a complex structure and flow and is composed of different elements that are not expressed equally with teaching content and the position of the student during class. In this context it should be noted that cognitive-didactic aspect of interactive teaching is based on a broad vision of the objectives, the working environment in which all students are activated, management of cognitive processes and learning opportunities. Such a model of teaching is recognizable by the active participation of students in the preparation of teaching and by the way of the development of the teaching (Murati, 2002, p.293).

Interactive teaching contributes to the following:

- Ø For effective mastering of knowledge and skills from various subject areas;
- Ø It improves the level of satisfaction and curiosity of students during instruction;
- Ø Encourages good relations between students during the teaching process, but also in other teaching situations;
- Ø Encourages the improvement of various social skills;
- Ø Strengthens self-confidence and self-assessment among students.

Basically, interactive teaching is contrary to the traditional instruction or rather the opposite to explanation during which students are relatively passive in receiving the data, controlled by the teacher.

According to the author Musai, the use of interactive teaching, compared to other activities organized in the classroom, gives better results because it acts more stimulating from an intellectual point of view and is more effective in the acquisition and maintenance of motivation and interest of students during instruction (Musai, 2003, p. 102).

The effectiveness of the interaction depends on the general climate in the classroom. Therefore and in order to successfully complete all of the activities students need to participate actively in acquiring the teaching content.

Analysis and interpretation of the survey data

This survey included 151 teachers from nine primary schools in Kosovo. Questionnaires for teachers were prepared in accordance with the Lickers scale. The results were processed on the basis of work experience in education and the education of teachers.

Traditional teaching with dominantly verbal approach and storing teaching material is replaced with completely different activities in the process of monitoring of teaching and learning process of the material. To study what is the impact and effectiveness of interactive teaching in the early school age in our research we received data with a questionnaire-scaler.

The question: How much interactive teaching has a positive impact on the effective implementation of the objectives set with children in early school age? The interviewed teachers were rated with an average grade of 4.38, which means that teachers have a high opinion about the effect of interactive teaching on the efficient implementation of educational objectives.

With the previous question we received data on the question of the positive impact of interactive teaching on the effective implementation of the objectives set with the children of early school age. For the same question, teachers with work experience of 5 years gave an average grade of 4.27, their counterparts with work experience of 5 to 10 years gave an average grade of 4.45, interviewed teachers with work experience from 11 to 20 years gave an average grade of 4.46 and teachers with work experience in education for more than 20 years on the question gave an average grade of 4.40.

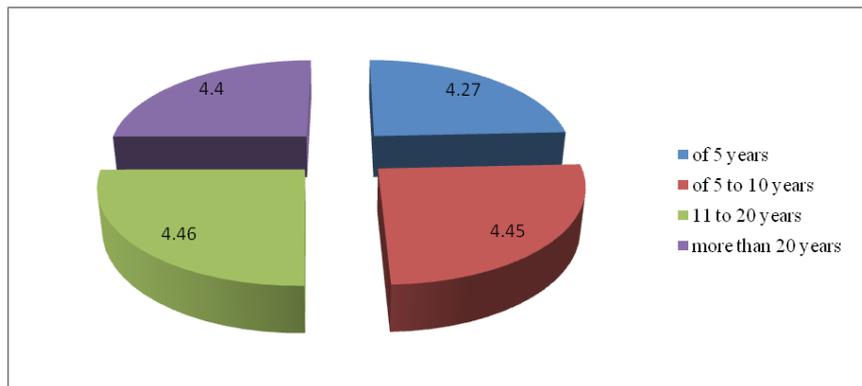


Chart 1. Graphical display of the results for the question: How does interactive teaching has a positive impact on the effective implementation of the objectives set with the children of early school age, according to work experience in education?

According to data provided by teachers, in terms of the qualifications, we can conclude that teachers with the highest qualifications gave top ratings in terms of the impact of interactive teaching on the effective implementation of the upbringing - educational purposes. For the same question, they gave an average grade of 4.57 and their counterparts who completed the Faculty of Education gave an average grade of 4.41 and teachers who completed the Higher Pedagogical School grade an average grade of 4.35.

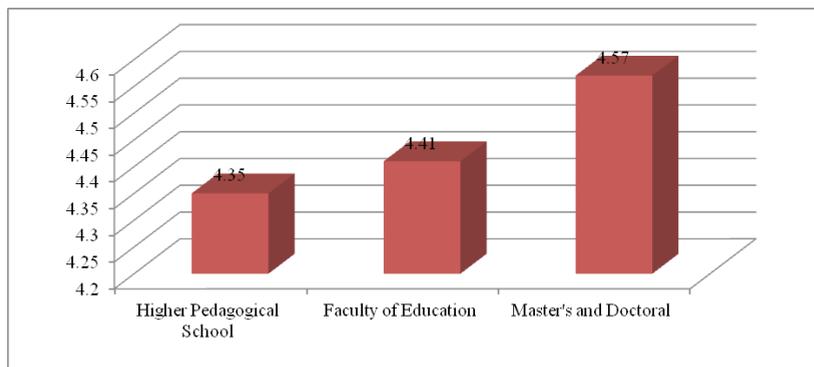


Chart 2. Graphical display of the question: How does interactive teaching has a positive impact on the effective implementation of the objectives set with the children of early school age, according to the education of the teachers?

According to the education of the teachers: How much do you use the interactive teaching facilitates for the acquisition of knowledge? Teachers surveyed rated with an average score of 4.37 according to Licker's scale.

Regarding the same question surveyed teachers with an experience of 5 years gave an average grade of 4.36, teachers with work experience of 5 to 10 years in education

gave an average grade of 4.42, their counterparts with work experience from 11 to 20 years this question evaluated with an average grade of 4.38, and teachers with work experience over 20 years in relation to the mentioned issue gave an average grade of 4.34. From Chart no. 3 can be seen that the evaluations of teachers surveyed, grouped according to their work experience, there are no major differences.

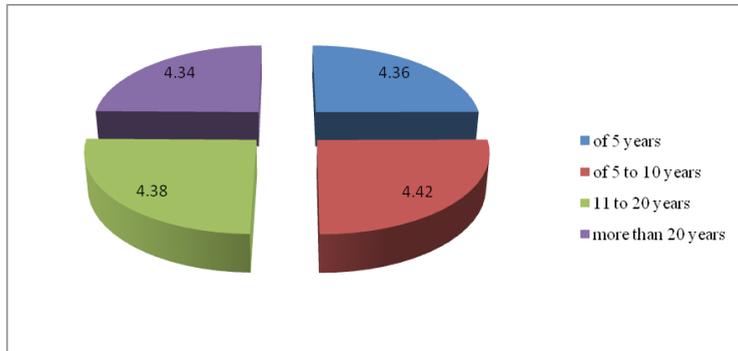


Chart 3. Graphical display of the question: How much does the application of interactive teaching facilitate the acquisition of knowledge, according to work experience in education? From the obtained results can be seen that the interviewed teachers with completed Higher Pedagogical School question for interactive teaching and its impact on the acquisition of knowledge were evaluated with an average grade of 4.17, their counterparts with completed Faculty of Education were evaluated with an average grade of 4.46 and those with Master's and Doctoral level of education received an average grade of 4.64. The grade of 4.64 represents the highest grade given by the interviewed teachers, according to Licker's scale. On the question there is no significant difference between the grade of groups surveyed, according to their qualifications or no difference between the group of surveyed teachers with completed Higher Pedagogical School and group of teachers with master's and doctoral degree, as well as the difference between the group of teachers with completed Higher Pedagogical School and the group of surveyed teachers with a completed Faculty of Education.

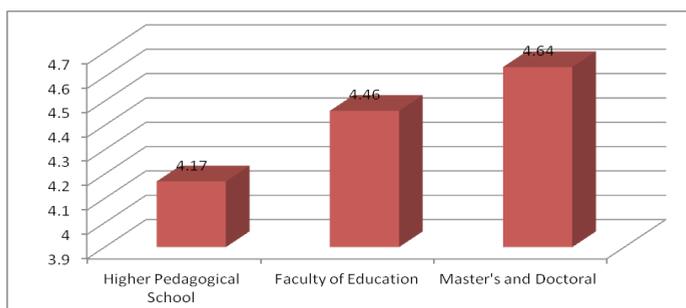


Chart 4. Graphical display of the question: How much does the application of interactive

teaching facilitates the acquisition of knowledge, according to the education of teachers?
This paper also presented some of the results of the discussions within the focus groups with professional service - inspectors, teachers and principals. Selection of participants in focus groups was deliberate because all participants had experience with observation during the teaching process and based on their experience to discuss the topic under study.

The question: Do you believe that there is a positive impact of interactive teaching on the efficient realization of the objectives set with children in early school age?

This question examined the opinions of the focus group members about whether there is a positive impact on the effective implementation of the objectives set with children in early school age. Below we state the direct quotes:

D-1: Certainly interactive teaching influences the efficient implementation of the teaching targets in early school age because it does not provide ready knowledge, but seeks student to independently come to them (student because of their knowledge).

D-2: It has an impact because the interactive teaching shows a positive attitude towards school and other students.

D -3: The stages of creating a personality begin if there is real interaction.

D -4: Interactive teaching seeks to transform the student with active involvement in learning.

D -5: One of the goals of education in Kosovo's students is to be critical and creative thinkers, and this is achieved only by means of interactive teaching.

D -6: The positive impact on the effectiveness of interactive teaching is that the student acquires the skills to use the acquired knowledge.

D -8: I think that interactive teaching is more effective for achieving the goals because in that way the students is prepared for life.

D -9: Interactive teaching does not pressure students, but rather creates a cozy atmosphere in which students can express themselves freely.

D -10: Interactive teaching does not deny the leading role of the teacher, but seeks to affirm the partner with greater experience.

Conclusions

The effectiveness of the traditional way of teaching cannot be denied but it should be accepted that it offers a frontal way of working and a limited field of action.

During the empirical research of this paper, teachers with an average score of 4.38 assess the impact of interactive teaching on the effective implementation of the upbringing - educational purposes. From the results obtained with the help of teachers we can conclude that there is a difference between the scores of groups surveyed, according to their education, especially among the surveyed teachers with completed Higher Pedagogical School and their colleagues with master's and doctoral degree. Based on the evaluation of surveyed teachers we can conclude that interactive teaching facilitates the acquisition of knowledge.

Referring to data obtained with the help of experts as a focus group, it was concluded that there is a positive impact of interactive teaching on the efficient realization of the

objectives set with the children of early school age because the student is transformed in that way into an entity that participates actively in teaching.

Interactive teaching allows students to be active and creative thinkers. All experts in their discussions agree that during the application of interactive teaching an independence of students in the performance of tasks in the classroom is noted and a better mastering of the curricula.

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