

Advantages of interactive teaching in early school age

Prof. Ass. Dr. Arbona Xhemajli

*Faculty of Education – Public University “Kadri Zeka”
Gjilan, Republic of Kosovo*

Abstract

Interactive teaching offers a large number of advantages, as compared to the traditional school and teaching methods.

The degree and quality of mastering knowledge depends, to a great level, on the method of organization of the class operations, which makes interactive teaching one of the key factors of improvement of the teaching quality and efficiency.

Interactive teaching increases the satisfaction level in children from the activities taken; what is observed is the progress of each child compared to the initial knowledge level, increase in motivation, curiosity and interest in children and a decrease in mere memorization of facts.

This thesis demonstrates part of the results of the participative observation of the I-2 class of the Selami Halaci Primary School in Gnjilane, Kosovo. Also, the thesis presents part of the results of the survey of the teachers in nine primary schools in Kosovo.

The results provided from the said observation and of the teachers' survey emphasizes the independence of the pupils in their performance of school obligations, where the teaching contents were mastered by the pupils themselves.

Keywords: Interactive teaching, early school age, pupil, advantages.

Introduction

Interactive teaching offers many advantages compared to the traditional way of school and way of learning. Already are determined the advantages and effectiveness of interactive teaching compared to traditional instruction.

The application of interactive teaching in the teaching process allows pupils from passive listeners to become active participants or that way of teaching leaves no room for pupils to lose interest during instruction.

Starting point of the interactive teaching is the interest of the child and each lesson is related to previously acquired knowledge and life experience of the child.

The interaction is a prerequisite for independence, curiosity and satisfaction of pupils in the implementation of teaching content and enables effective instruction. In order to provide interaction, it is important in the classroom as a whole to create smaller groups or teams which will create efficient interaction and cooperation during the teaching process. Interactive teaching is a process that causes permanent changes in behavior and mindset of pupils.

Interactive teaching in the classroom helps students to successfully prepare for the outside world. Pupils are engaged to take an active part in their upbringing and be more inclined to remember as much as possible the specific lesson and then acquired skills to use in different situations.

Interactive teaching develops personality and individuality of each child, and not just about the adoption of the school program.

Also with interactive teaching increases satisfaction of children from activities undertaken, there is a progression of the child compared to the initial state of knowledge, increases the curiosity and interest of children and reduces learning facts by heart.

The extent and quality of mastering of knowledge largely depends on the way work is organized in class and therefore interactive teaching is one of the key factors for improving the efficiency and quality of teaching.

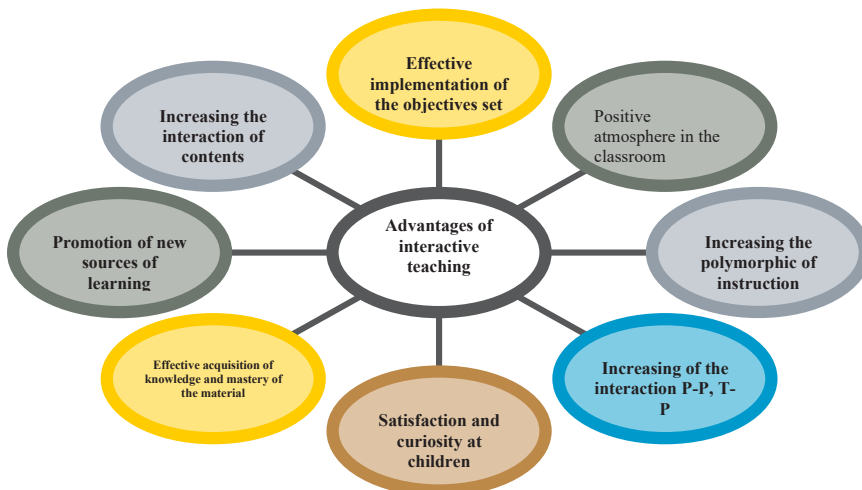
Interactive teaching enables efficient acquisition of knowledge and mastery of the material.

The main objective of interactive teaching is transferring activity from the teacher to the pupils, training pupils to learn together, to jointly work on learning objectives, content processing, applying learning and evaluation process.

Interactive teaching influences higher level of motivation in the classroom, develop cooperation between the pupils and activates the responsibility of the pupils. They study the harmonization of positions, collective action, tolerance and modern communication, using different sources of knowledge.

The application of interactive teaching, as an important factor in the modernization of the teaching work, puts teachers, pupils and other participants in the teaching process in new situations and relationships. Teachers are increasingly obliged to know the personality of the pupil, his reactions to the new working conditions and affirms the pupil as an active subject in the teaching process. On the other side, thus teaching becomes clearer and more attractive, it mobilizes and activates all the intellectual and workforces of the pupil.

Another advantage of interactive teaching for pupils is the development of their social skills. With the help of instruction and playing children will learn to depend on each other and trust each other in order to get a certain game or to achieve their goal. Games also promote collaboration and group work, elements that are important in every aspect of life



Satisfaction of children from the interactive teaching in the early school age

It is known that the lectures for pupils has been monotonous and impose the need for a retelling of what is said by the teacher, but in cases where pupils are active, favorable results are obtained while pupils are encouraged to learn, encourage their curiosity and reinforcing their confidence. (Perkins & Saris, 2001, Yoder and Hochevar, 2005). Within the modern education role of the pupil in the classroom has changed from passive recipient of information to active pupil, according to the model of instruction that teachers gradually adjusted as a way to work. (Barr & Tagg, 1995).

The satisfaction of the pupil within the educational process influence appropriate teaching and encouraging methods used to encourage reflection and learning among pupils. Important elements for achieving satisfaction among pupils are associated with the role of the teacher and pupils and such elements can put the pupil in the centre of attention.

Interactive teaching with well-designed and targeted content is proven as a good solution to improve the level of satisfaction of students with interaction in virtual environments.

Interactive teaching provides satisfaction of pupils, and a number of benefits in terms of development of the welfare of the child, school social skills and behavioral skills. With this way of teaching the game is not just an ordinary activity but a good source of knowledge especially when implemented activities will provide tangible results in the future. Many pupils and young people claim to be satisfied with the use of interactive teaching mainly because it is an exciting way of reading a story and a way that allows pupils to be very active and involved. Many pupils want to come to solutions of tasks. They appreciate interactive teaching because it is a challenge to learn and solve given tasks.

Curiosity in children within the interactive teaching in the early school age

Interactive instruction has many advantages, such as encouraging the attention of pupils, development of skills (communication, reasoned debate, perseverance, respect for others, cooperation, active listening, empathy), development of creative, critical and divergent thinking; with greater incentives to reduce negative emotions (anxiety, fear and stress) and appreciate the learning, knowledge and positive attitudes. (Robson, 1998).

Curiosity is an internal motivation that guides learning and is particularly expressed in young children (Loewenstein, 1994).

In the corresponding literature is indicated that curiosity generally improves academic learning. Friedman (2006) in his book entitled "The World is Flat" says curiosity is more important than intelligence, in terms of results that can be achieved in education.

Research in the field of education shows that curiosity is promoting "deep learning", which results in better results in learning. (Pluck & Johnson, 2011).

To encourage curiosity are proposed various practical strategies.

Arnone (2003) cites several instructional strategies to encourage curiosity, involving the creation of a climate for questioning, enough time to research, the opportunity to address topics, control the level of stimulation, encourage research by offering prizes and modeling curiosity.

Interactive teaching provoke creative thinking, especially in combination with the

artistic creative play, and research work in groups and influence the development of internal motivation and curiosity among pupils. (Sefer, J.,2005. p.25).

The application of interactive teaching stimulates the curiosity of pupils because it is a kind of game. Pupils using interactive teaching can explore and solve the mystery. It is a way of working because this kind of teaching activates creative thinking using a child's imagination. Within the interactive teaching pupils and teacher cooperate on teaching content while addressing tasks, learning in a group and taking other group activities.

Autonomy of pupils in performing school duties within the interactive teaching in early school age

Interactive teaching is not a set of common practices, but a group of decisions about teaching. Effective teachers do not use the same set of practices for each lesson. Effective teachers take account of their work by observing how students acquire knowledge and then edit their practices under the circumstances (Glickman, C., 1991, p. 6).

Also, Burns and Myhill propose to avoid channeling of teachers and pupils to enable them to be independent. (Burns, C. and Myhill, D. 2004. p 35).

The application of interactive teaching within the teaching process allows students to be independent because the interaction fosters independence and responsibility of pupils for their work and the work of other members of the group. Autonomy of pupils in performing school duties related to interactive teaching is a result of many teaching methods given in order to encourage the development of personal initiative of pupils, self-confidence and self-improvement.

It is very important that the teacher ensure that students have the necessary skills to fulfill the obligations.

Independence in learning is very flexible. It can be used as a teaching strategy with the whole class, combined with other strategies or can be used with one or more persons, and another strategy can be used for the rest of the class.

The independence of pupils during interactive teaching teach pupils to be active participants in society, which is an important goal of education.

We consider interactive methods as an effective way to meet the independence of the pupils. Besides knowledge, interactive teaching strengthens pupils' skills for coordination and harmonization of their needs and interests. Also develop independent creative thinking and create positive habits such as persistence in the work and the ability to complete the work already started. Autonomy of pupils in performing school duties within interactive teaching begins at school and continues beyond it.

Research Method

It is a quality, quantity and empirical research. The theoretical explanation of the advantages of interactive teaching was followed by an observation, involving and surveying the teachers by means of a questionnaire.

The following instruments were applied in the research:

Observation with participation – with the purpose of contemplation of the education process based on the concept of interactive teaching as early as in the beginning of school age.

The participative observation commenced on March the 16th, until June the 18th, 2021, twice a week on the average, from the beginning until the end of the school day. The research was conducted in the natural environment, which offered the possibility to study interactive learning in school practice.

- Scalar questionnaire – intended for the teachers involved.

The research included 151 teachers. The questionnaires for the teachers were prepared according to the Licker scale.

Analysis and interpretation of the research data

Analysis of the results of the participative observation

The participative observation yielded numerous data and referring not only to the advantages of interactive teaching.

During the research, it was noticed that interactive teaching is a process of active learning which above all respects the interests of the pupil. The essence of that type of teaching process is reflected in the interactivity of the subjects learning together.

Also, interactive learning helps in the development of personality and the individual aspect of every child, and not only mastering the school material.

The positive atmosphere in the classroom, the encouraging atmosphere and the organization of various activities make children feel content, at the same time being curious during the implementation of interactive learning in the class.

Analysis and interpretation of the results of teachers' research

Pursuant to the statements of the surveyed teachers, the first question: *How much does the application of interactive teaching influences the positive atmosphere in the classroom*, received the highest mark by the teachers, i.-e 4.48 of the appropriate scale, and the highest number of points, that is 688 points. The results obtained lead to the conclusion that the application of interactive teaching is the fundamental driver of the positive atmosphere in the classroom, and therefore, the mark of 4.48, as an average value, ranked this question first. Also, this evaluation by the surveyed teachers confirma the hypothesis that "the application of interactive teaching in everyday teaching practice influences the positive classroom atmosphere."

Point	X	Rank
688	4.48	1

The question of, *to what level does the application of interactive learning influence the satisfaction and curiosity in children*, is an important question on the teachers' evaluation scale, referring to the children's satisfaction and curiosity in the course of application of interactive teaching. The surveyed teachers positioned this question on the second place, with the average value of 4.44 and the obtained data were expected. Our research also managed to confirm the hypothesis according to which "the application of interactive learning influence the children's satisfaction and curiosity."

Point	X	Rank
686	4.44	2

The next question, *how much does the application of interactive teaching enable for easier knowledge mastering*, received the average grade of 4.37 accordng to the Licker's scale

by the teachers, bringing this question to the sixth place. This grade awarded by the teachers confirmed the hypothesis according to which “the application of interactive teaching enables for easier knowledge acquisition”. The received data are presented in order to clarify the picture referring to this evaluation.

Point	X	Rank
674	4.37	3

The last question of, *how much does the application of interactive teaching influence the independence of the pupils in the performance of their school obligations*, was considered by an important number of teachers as important as referring to the independence of the pupils in the performance of their school duties. The data processing demonstrates that the said question received the average grade of 4.32 and 649 points by the surveyed teachers, positioning the question at the ninth place out of 17 scale steps of the Licker’s scale.

Point	X	Rank
649	4.32	4

Conclusion

The results obtained by the research led to the identification of several conclusions classified by the treated specificities as per the research purpose:

- Interactive teaching is a process of active learning that above all, respects the interests of the student. The essence of that learning process is reflected in the interactivity of the individuals learning together.
- The positive atmosphere in the class, the encouraging atmosphere and the organization of different activities make children feel content, and at the same time, curious during the implementation of interactive learning in the class.
- Interactive teaching enables pupils to be active and creative thinkers.
- In the course of interactive teaching, the students acquire skills and abilities to apply the acquired knowledge in their lives.
- A pleasant atmosphere, where pupils can freely express themselves is created in the classroom.
- Interactive teaching places the student in the center of the teaching process where problem solution is encouraged. Verbal and reproductive teaching received lower grades referring to the efficiency, which means that efficient learning can be provided only by active work of the students.
- Also, when interactive teaching is implemented in the classroom, students express more easily what they think and know, in collaboration with other students use the literature and participate actively in the learning process.
- Pupils tend to learn what they are given to learn. If we learn to interact and integrate, they will learn it. If we teach them about divisions and termination of the initiated, they will learn it. Teaching pupils to work together and interact will be beneficial for them.

Therefore, and pursuant to our theoretical and empirical research, it can be concluded that interactive teaching has several advantages is applied in the classroom:

- Positive classroom atmosphere;
- Children’s satisfaction and curiosity during the realization of the syllabus content;
- Easier knowledge acquisition and mastering of the material;

- Students' independence in the performance of their school obligations.

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