





ISSN: 2617-6548

URL: [www.ijirss.com](http://www.ijirss.com)



## Interactive teaching in the early school age

 Arbona Xhemajli<sup>1\*</sup>,  Ardonit Xhemajli<sup>2</sup>

<sup>1</sup>Faculty of Education - Public University "Kadri Zeka", Gjilan of Kosovo.

<sup>2</sup>University "Hasan Prishtina" Prishtina of Kosovo.

Corresponding author: Arbona Xhemajli (Email: [arbona.xhemajli@uni-gjilan.net](mailto:arbona.xhemajli@uni-gjilan.net))

### Abstract

Innovation in the practice of teaching through interactive models, new roles of teacher and pupil, and the preference for the activity of the pupil in the learning process underlie the changes taking place in education. We are talking about actions that aim to improve the quality, durability, and applicability of the knowledge that pupils acquire in school. So today, in all cycles of education, innovative teaching models are applied that determine the pupil as an active subject in the teaching process. More and more, pupils independently find new information and acquire knowledge. This research highlights the effective realization of the goals set in the educational process, analyzing in detail how much interactive teaching contributes to the improvement of learning results. Specifically, this research examines the impact of interactive teaching on increasing interest in learning, fostering enjoyment and curiosity in children while implementing school curriculum content. The focus of this paper, i.e., this research, is on the teachers from several schools in Kosovo who work in urban areas, pupils from the first grade of Primary School "Selami Hallaci" from Gjilan, and the parents of the pupils of these grades.

**Keywords:** Interactive teaching, Pupil early school age, Teacher.

**DOI:** 10.53894/ijirss.v8i3.6839

**Funding:** This study received no specific financial support.

**History:** Received: 21 March 2025 / Revised: 23 April 2025 / Accepted: 28 April 2025 / Published: 7 May 2025

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**Competing Interests:** The authors declare that they have no competing interests.

**Authors' Contributions:** Both authors contributed equally to the conception and design of the study. Both authors have read and agreed to the published version of the manuscript.

**Transparency:** The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

**Publisher:** Innovative Research Publishing

### 1. Introduction

Interactive teaching is an important factor in the modernization of educational work, placing the pupil, the teacher, and other participants in the educational process in a new situation and establishing new relationships. The teacher is increasingly obliged to understand the personality of the pupil, his responses within the new working conditions, and to affirm the pupil as an active subject in the teaching process. On the other hand, teaching, by making it clearer and more attractive, mobilizes and activates all the intellectual and workforce of the pupil [1].

Interactive teaching develops the personality and individuality of each child and does not serve only to adopt a school program. It evaluates the satisfaction of children with the activities undertaken, their progress compared with the initial state of knowledge, motivation, and interest in work and activities, and reduces the need to learn facts by heart. Such teaching overcomes many shortcomings of traditional teaching.

The extent and quality of mastering knowledge largely depend on the way work is organized in class; therefore, interactive teaching is a key factor in improving the efficiency and quality of learning.

The application of interactive learning as an important factor in the modernization of teaching work puts teachers, pupils, and other participants in the teaching process in new situations and relationships. The teacher is 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 hand, with teaching becoming clearer and more attractive, it mobilizes and activates all the intellectual and workforces of the pupil [2].

With the application of interactive teaching, changes are achieved between the activities of the teacher and pupils. Doing so, such teaching helps pupils to study together, solve tasks together, and participate in evaluating their own work. Interactive teaching is studied as a challenge to contemporary education, within which pupils, teachers, and professional workers, as primary carriers of this process, play an important role.

## **2. Interactive Teaching**

One of the main directions of change in the tuition today is the application of new interactive teaching methods. The main objective of the interactive method of teaching is the transfer of activity from the teacher to the pupils, training pupils to learn together, to work together on learning objectives, content processing, and application of this learning and evaluation process. Interactive teaching influences a 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, of tolerance and of modern communication, using different sources of knowledge [3]

Historically, until the mid-eighties of the last century, the literature on the interaction between teacher and pupil was mostly concerned with the studies of Pianta, Hamre, and Shtulman, while in the last thirty years, the interest of researchers has shifted to the relationship between the pupil and the teacher [4].

Duran generally defines the interaction as a "current relationship between two or more individuals with which they mutually affect each other" [5].

Interaction in the teaching process and the teaching itself imply establishing social relations between the teacher and pupil or teacher and groups of pupils. We are talking about reciprocal relationships, conditioned by both sides, establishing social and emotional connections.

Within the classroom, this process is conducted in the following manner or according to the following principle: "The teacher is taking action - pupil reacts, the pupil is taking action - teacher reacts" [6].

Interactive teaching involves learning through action. It is characterized by a high degree of involvement from the pupil. The basis of interactive teaching lies in constructivism, which implies learning as a process of reflection with the help of a person's personal experience. Interactive learning requires the teacher to act as a coach and assistant, using their real experiences, and they should also have the patience and expectations for pupils to achieve a certain level of quality [7].

In the Dictionary of upbringing, of the author Kozma Grillo, is stated that interactive teaching is a learning process that is put in motion by the interest of the pupil and procedures for consideration [8].

Interactive teaching within instruction represents a level of learning with collaboration since the joint work of the participants successfully accomplishes the set instructional goals and objectives. For this reason, the phenomenon of active-interactive is an integral part of the modern strategy for organizing and maintaining all forms of educational work and their modalities.

According to Zylfiu [9], interactive teaching as part of the global strategy of the working system of teaching methods, is an active learning model in modern schools, 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 [9].

Interactive teaching is a new approach in the teaching process. In this process, everyone should include new ideas, opinions, experiences, and different learning styles.

For interactive teaching are very important the following elements:

- Creating a favorable emotional climate for learning.
- Creating relationships that allow communication (exchange of data).
- Enabling active participation.

Interactive teaching is a process that causes a relatively permanent change of mindset and behavior, changes that occur based on experience, tradition and practices of mutual cooperation. Such way of teaching, which is based on achievements, creates positive relationships between teachers and pupils and thus achieves the social goal [10].

Only through active work with pupils can we provide effective learning. Interaction is a prerequisite for an active approach to teaching. To achieve this important prerequisite, it is essential for the classroom, as a group, to contain smaller groups or teams that will foster efficient interaction and cooperation during class. The implementation of interactive teaching in practice means applying various forms of teaching and utilizing modern methods and techniques of instruction [11].

Interactive teaching involves the organization of the educational work and is an integral part of any form of organizational systems and the development of the teaching process.

The interactive nature of instruction aims to replace the dominant role of the teacher with the elements of interaction with pupils, creating a pedagogical environment in the classroom, aiming at improving efficiency in the classroom [9].

Organization of pupils in the classes using an interactive approach creates a favorable pedagogical environment that enables the successful implementation of the activities that will be carried out through an interactive form.

The application of interactive teaching imposes the need for various teaching aids, favorable working conditions, arranging the interior and training of teachers for the application of interactive teaching, that is such teaching depends on a greater number of important factors.

For a successful implementation of interactive teaching important are the following elements:

- The quality of interaction between pupils and teachers.
- Cooperation between parents and other supporters of the school.
- Program for teaching.
- Creation of an environment that meets the needs of pupils.
- The role of the teacher as the person responsible for the implementation of interactive teaching.

As can be seen, interactive teaching has a complex structure and flow and is composed of different elements that are not equally emphasized in curriculum content and the position of pupils during the teaching process. In this context, the scientific and didactic aspects of interactive teaching are based on a vision that is related to the objectives, the working environment involving all pupils, and directing the process of learning and opportunities for acquiring knowledge. Such a model of teaching is characterized by the active participation of pupils in the preparation of instruction and the method of execution of the instruction [12].

Interactive teaching affects the following:

The effective mastering of knowledge and acquisition of skills in the various subject areas.

1. Enhances the pleasure and curiosity of pupils during the teaching process,
2. Encourage good relations between pupils during the teaching process, also in other situations related to teaching.
3. It encourages the improvement of various social skills.
4. Strengthens self-confidence and self-assessment of pupils.

Basically, interactive teaching is contrary to the traditional way of learning or rather such teaching contradicts the explanation, by which pupils are relatively passive recipients of information that is controlled by the teacher.

According to the author Musai, interactive teaching, compared to other activities organized in the classroom, provides better results because this type of teaching stimulates the intellect and is thus more effective in achieving and maintaining the motivation and interest of pupils during school activities [7]. This kind of teaching is more efficient for acquiring the important skills related to learning, which are part of the process of organizing activities within the school, such as the skills of organizing work related to individual activities and skills for interaction and communication through activities related to cooperation, etc [13].

Also, this kind of teaching gives satisfaction and opportunity for advancement. The benefits of this type of teaching are very large compared to the actions taken by the teacher, and they help pupils to adopt a positive attitude towards themselves as pupils as well as towards learning.

The effectiveness of interactive teaching depends on the overall climate in the class; therefore, in order to complete the activity successfully, all pupils should participate actively in mastering the curriculum content.

### **3. Research Methodology**

The research was carried out through a quantitative, qualitative and empirical approach. The sample in this research is random and contains several subsamples.

The first research instrument refers to the scaled questionnaire intended for surveying teachers.

This sample is composed of 9 primary schools with a total of 151 parallel schools in different municipalities of Kosovo.

Meanwhile, the second instrument of the realized research is the observation with participation - intended for monitoring the educational process, based on the concept of interactive teaching in early school age. The lesson observation was carried out from March 16 to June 17, 2023, on average twice a week, from the beginning to the end of the class day I-2, in the elementary school "Selami Hallaçi" in Gjilan, Kosovo.

An interview was also conducted with a focus group of 15 parents of students from grades 1-2 at the elementary school "Selami Hallaci" in Gjilan, Kosovo.

### **4. Hypotheses**

*H<sub>0</sub>: The application of interactive teaching in early school age affects the efficiency of the realization of educational goals.*

*H<sub>1</sub>: We assume that the application of interactive teaching enables the efficient acquisition of knowledge and mastery of the material.*

*H<sub>2</sub>: We assume that the implementation of the concept of interactive teaching affects the increase of interest, satisfaction and curiosity among children during the implementation of the program content.*

### **5. Analysis and Interpretation of Results**

In order for the research to provide results, the primary education teachers of classes (grades 1-3) were selected; nine primary schools from five municipalities in Kosovo were the object of the research. A total of 151 teachers were included in the research. Questionnaires for teachers were compiled according to the Likert scale, which consisted of 5 questions.

Table 1 shows the surveyed teachers according to schools.

**Table 1.**  
Teachers surveyed by school.

No.	Primary school	Municipality	No. of teachers
1	Meto Bajraktari	Pristina	15
2	Ismajl Qemajli	Pristina	27
3	Zekirja Rexha	Gjakova	20
4	Ул Морина	Gjakova	24
5	Musa Zajmi	Gjilan	12
6	Selami Hallaçi	Gjilan	21
7	Fan Noli	Kamenica	10
8	Ekrem Çabej	Mitrovica	13
9	Abdulla Shabani	Mitrovica	9
Total	9	5	151

In the first question, which deals with the positive impact of interactive teaching on the effective realization of the goals set for children at an early school age, the surveyed teachers evaluated this impact with an arithmetic mean of 4.38. This result shows that teachers have a very positive attitude towards interactive teaching, considering it an effective method to achieve educational goals efficiently.

Moreover, their evaluations confirm the general hypothesis that "the implementation of interactive teaching in early school age positively affects the efficiency of realizing educational goals." These data underline the importance of interactive teaching in the educational process, making students more active and productive.

**Table 2.**  
Teachers surveyed by the school.

	Point	X	Rank
	666	4.38	3
	Point	X	Rank
	647	4.29	5
	Point	X	Rank
	686	4.44	1
	Point	X	Rank
	615	3.94	2
	Point	X	Rank
	674	4.37	4

Meanwhile, in the question that aimed to find out how much the application of interactive teaching methods affects the increase of children's interest during the acquisition of the contents of the curriculum, the surveyed teachers expressed a high assessment. According to the results of the survey, the impact of the learning content on increasing the interest of the students and the effective realization of the learning objectives was evaluated with an arithmetic mean of 4.29. This result shows that teachers consider interactive teaching as an effective approach to increase children's motivation and engagement in the learning process.

For the next question, which was related to the impact of the application of interactive teaching on children's satisfaction and curiosity, the surveyed teachers ranked this issue as the most important. It was evaluated with an arithmetic mean of 4.44, indicating that teachers consider interactive teaching as a very important factor for increasing satisfaction and curiosity among students. These results fully support our hypothesis that "the implementation of interactive teaching positively affects children's satisfaction and curiosity," emphasizing the importance of interactive approaches in promoting students' interest and engagement in the learning process.

For the fourth question, which deals with the impact of interactive teaching on students' independence during the acquisition of knowledge, the surveyed teachers evaluated this aspect with an arithmetic mean of 3.94. This result shows that teachers take a measured and objective attitude in evaluating the impact of interactive teaching on the development of students' independence.

While the average value is slightly lower compared to the other questions, it continues to reflect an acceptance of the importance of interactive teaching to encourage students to take greater responsibility in the learning process and acquire

knowledge autonomously. This suggests that interactive teaching is a valuable element but may require adaptation and additional support to maximize impact in this regard.

The question dealing with the impact of the application of interactive teaching on the easier acquisition of knowledge was evaluated by the surveyed teachers with an average of 4.37, based on the Likert scale. This high rating shows that teachers consider interactive teaching as a very effective method to facilitate the process of acquiring knowledge by students.

The results of this evaluation reinforce our hypothesis that "the use of interactive teaching enables the easier acquisition of knowledge." To illustrate this finding more clearly, the data obtained are presented in the table, helping to clearly reflect the teachers' perceptions and the positive impact of this approach on the teaching process.

The second instrument implemented in this research was the participatory survey. This instrument was applied to parallel I-2, which was selected as the object of observation. This class consists of 29 students aged 7 years, of which 13 are girls and 16 are boys. The teaching process in this class is led by a single teacher.

Students of this class develop various subjects to support their academic and personal formation, including mother tongue, mathematics, music education, physical education and sports, figurative education, civic and social education. This review aimed to analyze how interactive methods are applied in these subjects and their impact on knowledge acquisition and student engagement.

During a full day, students have five hours of lessons. The lesson was held according to the established schedule and one lesson with a duration of up to 45 minutes. After the second hour, students take a long break of 15 minutes and eat the food they brought home.

In this class (and school), the lesson takes place according to two types of lesson organization: lessons for acquiring new knowledge and lessons for students' independent work.

The survey was carried out in a natural environment, providing the opportunity to study interactive learning in school practice. The observation allowed for an authentic experience of classroom dynamics, where students had the opportunity to explore through sensory experiences – seeing, touching and smelling the elements around them.

To structure the overview of the interactive learning process, a detailed checklist was drawn up. In this list, the important observed events were recorded, while for the specific situations occurring in the classroom, detailed notes were kept. These recordings, made in situ, served to capture key moments and document how students interacted and learned in an interactive and hands-on environment.

Certain findings indicate the realization of the purpose and tasks of the research: qualitative data were obtained on the way of carrying out the educational process, through the application of interactive teaching in the work with children of early school age.

The effectiveness of traditional teaching, although undeniable, is limited in its scope. Teaching that relies mainly on verbal and reproductive methods often results in lower levels of efficiency, emphasizing the need for active involvement of students in the learning process. Only through their active participation can more effective and long-lasting learning be ensured.

In contrast, interactive teaching is mainly based on practical methods, which promote manual, expressive and drawing activities, as well as involvement in social activities and outdoor work. These methods not only engage students more deeply, but also help them develop important practical and social skills, making learning more meaningful and engaging.

During the survey, it was observed that interactive teaching puts the student at the center of attention, making them the main protagonist in the learning process. In this approach, the student is not only a passive recipient of information but an active participant who contributes directly to the development of learning. Through various interactive activities, such as discussions, problem-solving, and group work, students are actively engaged, fostering the development of critical, creative, and collaborative skills. This method not only increases students' motivation and curiosity but also strengthens their ability to take responsibility and be independent in the learning process.

It was also observed during the survey that interactive teaching is an active learning process that respects the student's interest above all. The essence of such a learning process is reflected in the interaction of subjects who learn together. Students are freer, more tolerant of peers, respect the opinions of others, and are active communicators. It also develops the personality and individuality of each child and not only the acquisition of school material.

The positive atmosphere in the classroom, the encouraging environment, the organization of various activities make the children satisfied and curious during the implementation of interactive teaching in the classroom.

Working in groups and in pairs in the classroom creates closeness and cooperation among students. With the joint work of the participants, the defined educational goals and tasks are successfully achieved, because the difference between the activity of the teacher and the students is achieved.

During the classroom observation, other advantages of interactive teaching during the practical implementation in the classroom were observed, which we have listed below:

- Integration of content in the learning process,
- Polymorphism in teaching,
- Positive atmosphere in the classroom,
- Children's satisfaction and curiosity during the implementation of program contents,
- Easier acquisition of knowledge and easier acquisition of material,
- Students' independence in completing their school assignments.

Also, the research through participatory observation confirmed the general hypothesis according to which the application of interactive teaching in the early school age affects the efficiency in the realization of educational goals.

Next, we will present the analysis and interpretation of the results collected during the meeting with the focus group of parents. This meeting was organized in order to get the opinions, experiences and suggestions of parents regarding the impact of interactive teaching on the learning process and the development of their children.

The meeting with the focus group of parents took place a few days before the end of the school year at the premises of the elementary school "Selami Hallaçi" in Gjilan. 15 parents participated in the meeting as they were invited. The meeting lasted 1 hour and 12 minutes. The selection of focus group participants was intentional because all participants are parents of students in grades I-2, classroom in which interactive learning was implemented.

Data were collected in two ways. Handwritten notes were taken during the focus group discussion, and the interviewees agreed to be audio and video recorded.

The collected data were analyzed to identify the main perceptions of parents, concerns they may have, as well as their recommendations for further improvement of the educational process. Interpretation of these results will help illuminate the challenges and benefits of interactive approaches in schools, providing valuable insight into the relationship between family-school collaboration and student success.

This interview with parents aimed to get to know their attitudes and opinions regarding the impact of interactive learning on children of early school age.

Teachers and students are the main participants of interactive learning, but parents also play an important role by helping their children while learning and cooperating with teachers.

Parents participating in the focus group shared their different opinions and experiences regarding their children's learning process. Their contributions were extremely valuable, as they complemented and enriched our data on the topic studied. These thoughts represent an important perspective, offering a more comprehensive view on the impact of interactive teaching and family engagement in the learning process.

All the parents participating in this focus group affirm that they have noticed positive changes since interactive teaching in the classroom for the purpose of participatory observation began to be practiced. Parents state that positive changes are visible. They have felt and noticed the positive changes in many aspects of their children.

The interviewed parents define interactive learning as "future learning", considering it a modern and efficient approach that prepares children for future challenges. According to them:

- Students show more interest in learning and school.
- Students are more engaged at home - they show much higher activity during the realization of school content.
- Students pose logical questions that are challenging for parents.
- Interactive learning contributes to the development and holistic education of children.
- The students are diligent during the implementation of the learning content.
- Students reflect at home on the work being done in the classroom.
- Parents consider that school is not only an obligation but also provides pleasure to their children.

Applying this way of learning, the main work is done by the students themselves, because through activities, games, and group work, students master the learning content more easily.

- The parents interviewed in the focus group consider that the teacher is not the main source of students' knowledge. In addition to textbooks, students reach knowledge only through new learning resources. They get information from nature, from various encyclopedias, the Internet, etc.
- During the parents' work with their children, the parents show that the students are eager to learn.
- Changing the work in the classroom has had a positive effect on the students' learning.

## **6. Conclusions**

Interactive teaching represents a modern and effective approach that focuses on the active involvement of children in the learning process. Through this method, children participate directly in activities that involve interaction with learning materials and peers, becoming engaged and active participants at every stage of the learning process.

This approach helps not only in more sustainable acquisition of knowledge, but also in the development of key skills such as critical thinking, collaboration and problem solving. Children learn to share ideas, respect others' views and work together in groups, which sets the stage for more harmonious and inclusive growth.

In addition, interactive learning creates an environment that fosters creativity and curiosity, making the learning process more engaging and motivating for children. This method also contributes to building self-confidence, as children feel valued for their individual contributions and encouraged to explore new knowledge.

All the data collected in this research have extraordinary value, as it clearly reflects a concrete situation in the implementation of the interactive teaching method in early school age. This theoretical and empirical research helps us better understand the impact and effectiveness of this approach on the academic and social development of young students. Interactive teaching has the potential and power to fundamentally transform the traditional approach to the learning process, making it more inclusive, more interactive, and more effective for preparing students for the challenges of the 21st century. In this way, it contributes to the creation of a learning environment where students actively participate, develop critical thinking, and acquire the practical skills they need for their future success. Therefore, we can conclude that teaching at an early school age contributes to the creation of a more stable and meaningful learning process.

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