# Implementation of Interactive Teaching Techniques in School Practice

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**Abstract**

The purpose of this research is to inform more about the practice and the difficulties encountered during the implementation of interactive techniques in exquisite structure class by teachers in teaching. Execution of this pedagogic research is presented qualitatively by explaining in theoretical and practical teaching techniques and their application in educational practice abutting structure used in class. Participators in this research mainly consists of school teachers and students in undergraduate education. This is done in the form of conversation or oral interview conducted with these students and teachers in six different places of Kosovo. Based on an interview conducted with respondents it emerges that a significant number of teachers in class practice modern teaching techniques. During class, interactive teaching techniques in schools in urban areas are applied more in educational practice than in rural schools. The research also highlights the frequency of teacher-student communication.

*Keywords:* interactive technique; school practice; teaching students; critical thinking.

## 1. Introduction

Through this research we will present the students' view about the practice of interactive techniques. School, as an institution of educational- instructive – is seeking the best way to give the right education to students, but on the other hand teachers are not able to use the newest teaching methods. Teachers decide how best to plan and deliver the curriculum to ensure that all students have opportunities to engage in meaningful learning [1].

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Contemporary work methodology provides the most 20-22 (maximum) students in class, while in our schools we have at least 30 students in a class and this requires longer hours of work as well as teachers trained in new methodologies of teaching. In our place there are different training activities that refine their profession and positively affect their performance. A significant number of teachers are at the cutting edge that follow modern methods and this affects the quality of teaching. And a very small number do not pay attention to these didactic problems. Class structure applied to teaching, gives teachers a content which appear in the learning experiences that enable them to guide students in the learning process.

### *1.2. Stages of the structure are*

**E I. Evoking** (discussion before content).

**R II. Realization of meaning** made by students when seeking information relative to forecasts.

**R III**. **Reflection** (discussion after content) [2].

  Using ERR structure, some important tasks are performed such as:

- Saves the active involvement and motivate students to learn;

- Triggers open discussion;

- Encourage students to be creative and ask questions;

- Helps students expressing thoughts;

- Provides an environment where opinions are respected;

- Helps critical thinking in high levels of complexity.

*Evoking:* This is the first phase of the structure for the development of thinking and learning where the student is involved in recalling vividly what is known about the topic of the lesson.

*Realization of meaning:* This is the stage in which the reader comes in contact with the information or new ideas. Essential task of this phase is to keep the student involved in the process of obtaining the meaning of knowledge, also maintain the interest and set the pace during the advocacy. At the same time, it supports the efforts of students to control the process of understanding.

*Reflection:* During the reflection readers consolidate new learning and vividly restructure their scheme to adapt new concepts and expected that students begin to express in their own words the ideas and information face [3].

Contemporary teaching techniques which find application in practice quite a lot of schools and most commonly used are: brainstorming (brainstorming), cluster network of discussion, I know/ I want to know/learned,

Limerick (five series), DRTA, DLTA, kubimi, two-part diary, the previous prediction terms, groups of experts etc [3].

***Brainstorming (brainstorming)*** - in this technique students are required to show or write what they know everything about an issue, without worrying about whether ideas that they express are correct or incorrect. This technique enables teachers to understand students' knowledge and based on that knowledge to develop implementation. Applies mainly in the advocacy stage [3]. A good deal of research refutes Osborn's claim that group brainstorming could generate more ideas than individuals working alone [4, 5].

However, the author in [6] showed that a misunderstanding of the tool, and weak application of the methods (including lack of facilitation), and the artificiality of the problems and groups undermined most such studies, and the validity of their conclusions.

***Roles and simulation game*** – in this technique student roleplay and interpret something, and this is improvised in most cases.

***Excursion -*** presents a technique, which aims to recognize the students' objects, phenomena and processes occurring directly in nature.

***Xhigsou techniques*** - otherwise called the combination method. Cooperative technique, which can be arranged in several forms. Through it, students are ecnouraged to think critically. The authors in [7] noted that "In the framework of its forms, students work together in pairs, in groups, which also are referred to as groups of experts who take responsibility for their share".

***Prediction previous terms*** - here the teacher provides students with 4-5 words or images, disconnected from the learning topic and require, through them to create a story, an event, etc.

***Network discussion*** - is a technique built on an open question, answer questions that accepts both positive and negative answers. So, according to this technique you ask students to write down pros and cons about a question or issues to discuss. Within a period of time the students write their arguments on the question posed and then hold discussions with each other.

***DLTA –*** this activity involve thinking and listening, while the material is read by the teacher, the pupils play the role of listeners.

***INSERT*** (Notice Interactive System for Effective Reading and Thinking).In this method students understand what they read. While reading the material, students decide:

*The sign "√" when the information is known;*

*The sign "+" when the information is new;*

*The sign "-" when the information is contrary to what you know;*

*The sign "?" when the information is unclear and the student requires additional information.*

**Table of concepts** - represents a matrix in whose columns are placed features, quality or otherwise the fields' names, while the record set concepts, characters, settings, people, objects, etc. Expressed in the table, in the rows will be placed those that are compared, and in columns placed features, qualities and what we want to compare.

**DRTA** (Directed Reading and Thinking Activity). The activity of thinking and reading guide. The technique is based on the separation of the part, the event, experiment, exercise or problems into several parts and each part, students will guess what happens next.

**Two-part diary** - in this way the students reflect on what they read and then choose a fragment and after this stage students express pro or against the passage, add something from their experience, or formulate questions. It is a technique used in different subjects and cycles.

**Kubimi** - this technique implies consideration of a topic from different angles. Students describe, associate, analyze, implement and argue. Demands which are consistent with the levels of Bloom's taxonomy on arguments, requirements that are consistent with the levels of Bloom's taxonomy.

**Think/Work in double/Exchanges with others** - it represents the combination technique of thinking, speaking and writing. The technique is a simple and quick to use at the beginning of a conversation or discussion.

**Venn Diagram** – The author in [8] noted that: "Venn Diagram is a technique used to make comparisons and to find common things between two concepts, issues, phenomena, or parts. Is built with the termination of two or more circles".

**Round Table (Round Robin)** - is a cooperative method and to execute it is needed only a sheet and a pencil. A paper folded like accordions, which is completed by passing a student to another. Its content is read at the end.

**Cluster (tree or view map)** – during this technique writing is combined with reading. Students are asked to write about a topic whose ideas unfold, creating knowledge about each other. This technique can be used in the phase of advocacy and reflection, in all cases and at any age of students.

**Fiverangs** - is a technique that serves to synthesize the information according to certain rules and a certain structure:

1. The first line is a word description of the topic (usually name).

2. The second line is the two word description of the topic (two adjectives).

3. The third line contains three words that express the theme actions (three verb)

4. The fourth line is a sentence with four words that express attitude, sense of theme (one sentence)

5. The bottom line are synonymous words, redefining the essence of the topic (word synonyms).

***Essays and free writings -*** it represents a technique, during which students express their individual opinions about a given topic. In free writing students write without stopping, without being interrupted and without worrying about spelling mistakes [7].

## 2. Materials and methods

Participants in this research consist of teachers and students of lower secondary schools and upper secondary of different parallels. This is done in the form of conversation or oral interview on students and school teachers on six cities of Kosovo: Pristina, Peja, Gjakova, Decan, Klina and Istog. 30 teachers in total are involved, where each school as the random sample 5 teachers are taken from six schools in Kosovo. While the total number of students involved in the interview are 60, 10 students in each school.

## 3. Research results

When we talk about teaching in terms of using interactive methods, teaching strategies and techniques that produce it and to ensure the promotion of critical thinking in school through the implementation of the school curriculum.We asked the teachers and school pupils were asked and only then we have some opinions from them.

***The question was this:*** *How much educational and interactive techniques are being applied and how is described the relationship between the teacher and a student and as well as between students?*

**Table 1:** The opinions of teachers for the implementation of interactive teaching techniques in school practice

| *The opinions of teachers  (T- initials belong teachers)* |
| --- |
| T 1: During the lesson all students are active, very free and equal participants in learning. |
| T 2: Students are very active and interested in working this way because they are able to express their thought and what they are understanding. Group work in the classroom creates another atmosphere anyway. |
| T 3: All students are active, at least are engaged in providing ideas and opinions. |
| T 4: To be honest, we have been attending trainings but it is easier if we have to proceed as we have previously been doing, because is easier to manage students. |
| T 5: Learning is more attractive to students and show interest and enormous commitment. Students can evaluate each - other. |
| T 6: With great pleasure I started to implement some of the techniques. Students initially were confused and discipline had fallen. Later I noticed the satisfaction of students and the desire to learn was great. |
| T 7: With these methods critical thinking and understanding is encouraged. Of course there are problems at work. The first problem is time. It is difficult for these methods to be summarized in the class, which lasts 40 minutes. |
| T 8: Learning is easier, students feel free and have more self-confidence. |

**Table 2:** The opinions of students for the implementation of interactive teaching techniques in school practice

| *The opinions of pupils (S- initials belong students)* |
|---|
| S 1: For me, these methods are quite interesting. Teaching is quite understandable for me and for my classmates. |
| S 2: Some teachers are practicing those methods and we are engaged more in lesson but there are also some teachers that do not use the methods. |
| S 3: All students are equal and cooperate with each- other. Now, students can express their opinions. These methods help also those students that are not interested in lesson, |
| S 4: The class is more attractive and the students are more interested. Students are free to speak what they think and teacher respect the opinions of each one. |
| S 5: Some teachers apply these, and some of them not as much as they should. During the practice of the methods in the classroom it seems that all students are active in teaching, and all students are engaged the same way. |
| S 6: Working in groups it is very good, despite learning from the book and the teacher we also cooperate among themselves, and exchange views and somehow feel competitive with other groups and always try to be the winner, as well. |
| S 7: These techniques are helping us and I personally instructional content is more easily adopt. Teachers are always prepared. |
| S 8: Interactive techniques such as brainstorming, cluster, five rangs, play roles, Venn Diagram most often applied in teaching. Every time there is activity. |
| S 9: Students are freer and more independent, more creative learning at the same time. |
| S 10: Working in groups, in pairs based on interactive techniques imposes us critical thinking and logical. Students are more connected with each other and cooperate with each other as well as with the teacher. |
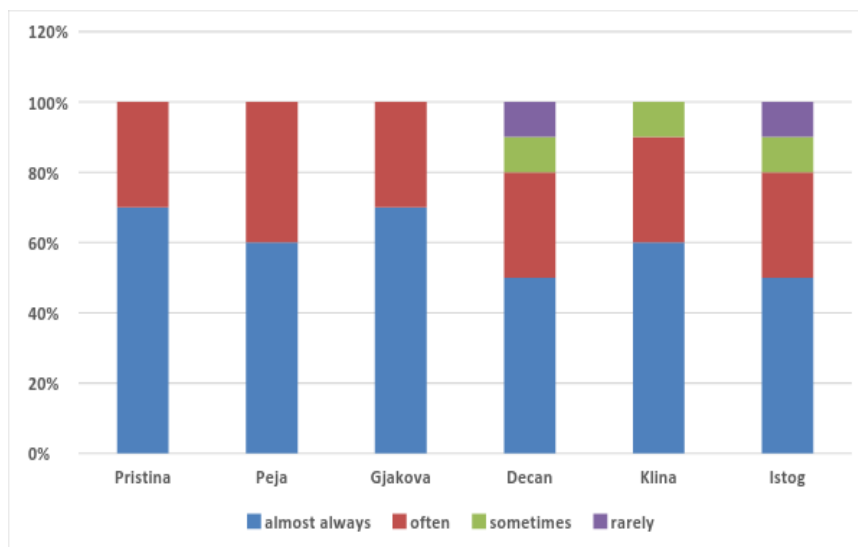


**Figure 1:** Communication student - teacher in lower secondary schools.

## 4. Discussion

Implementation of the class structure through interactive techniques in school practice leads to great relief especially for teachers and students by making students more independent, successful and creative. Instead of learning only through classic book or listening to the teacher, now this is realized through:

• interaction between teachers and students;

• student - student interaction in pairs or in groups;

• interaction pupil-book or other sources of information;

• interaction with itself, with prior positions and new information.

The author in [9] noted that: "Davis (1997) suggests that the design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn". According to Banks - teaching is an active process, in which a person shares information with others to provide them with knowledge, which lead to behavioral changes [10]. Rather says that teaching is a tripolar process, involving teachers, students and the learning situation and that leads to change student behavior [11]. Teachers decide how best to plan and deliver the curriculum to ensure that all students have opportunities to engage in meaningful learning [1]. The author in [12] suggests that teacher preparation and professional development programs should actively promote the development of communication skills for teachers.

Classroom discussion is a collaborative activity that requires students to actively participate, apply critical thinking to their questions and responses, and "negotiate meaning across texts and in relation to their individual experiences… fulfilling adult learners' need to find relevance in their studies"[7].

The techniques of critical thinking, which favor interactive learning in Kosovo schools, along with more technical difficulties, compared to direct techniques (traditional), has many advantages:

• greater motivation of students learning;

• commitment of all students in learning;

• free expression of opinion;

• respect the opinion of others;

• argued stays;

• higher responsibility within the group;

• socialization among students, greater desire to work together;

• no mechanical learning, but learning content logical etc [13].

The author in [14] concluded that "At the heart of current theories of communicative competence is the esentially interactive nature of communication".

*Interactive learning has many advantages:*

• Collaboration student – teacher;

• Mutual communication student-student;

• Form working groups;

• Free expression of opinion;

• Ease of learning;

• Active participation;

• The interest of the students;

• Self-esteem of students etc.

## 5. Conclusion

Interactive learning techniques to encourage collaboration, but the ultimate goal is the development of independent thought. Planning activities that enable interactive learning by teachers is a crucial thing in the progress of the process and in ensuring the effectiveness of student learning. So for the implementation of interoperable and modern techniques in their application in schools should be careful in their choice always adapting the manner and time for each hour facility.

Based on an interview conducted with respondents it emerges that a significant number of teachers in class practicing modern teaching techniques. During class, interactive teaching techniques in schools in urban areas find more application in educational practice than in rural schools. The large number of students in the classroom affects the appearance of the difficulties faced by teachers in classroom management and discipline. However to create a working noise but better managed and more successful results. Learning is more attractive to students and show interest and enormous commitment. Students can evaluate each - other.

With these methods encourage critical thinking and understanding. Lesson for students is easier, cheaper student, researcher and has more confidence, students collaborate with each other being locked in the teaching weaker students. Working in groups is very good except for the book and the teacher where they cooperate with each other, receive information from the internet and community resources.

**6. Recommendations**

• Reduce the number of students in schools.

• Training of teachers of early generation.

• To give greater importance to continuous practice methods for their needs and psycho-physical capabilities of students.

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