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Mutual Interaction within the classroom Between Intermediate-Level Students and teachers enhances their comprehension and understanding.

Inst. Zainab Hatim Mohammed Ghazal

Ministry of Education/Nineveh Education Directorate

An Email: zza385882@gmail.com

التفاعل المتبادل داخل الفصل بين طلاب المرحلة المتوسطة والمعلمين يؤدي إلى تعزيز فهمهم واستيعابهم

م.م. مزينب حاتم محمد غزال

وزارة التربية مديرية تربية نينوى

الخلاص

يلعب التفاعل الصفّي بين طلاب المرحلة المتوسطة ومعلميهم دورًا حيويًا وفعالًا في تعزيز فهم الطلاب للمحتوى الأكاديمي. كما أنه يساعد على بناء شعور بالتواصل والتقارب فيما بينهم وبين الطلاب ومعلميهم. يهدف هذا البحث بشكل أساسي إلى إبراز أهمية التفاعل المتبادل بين طلاب المرحلة المتوسطة ومعلميهم في تعزيز فهم الطلاب وقدراتهم على التعلم. كما تسعى الدراسة إلى استكشاف العوامل المختلفة - الإيجابية والسلبية - التي تؤثر على ممارسة التفاعل المتبادل في الفصل الدراسي، وتقييم مدى تأثير هذا التفاعل إيجابيًا على قدرة الطلاب على فهم واستيعاب المواد الأكاديمية. يؤكد هذا البحث على أن التفاعل الصفّي عنصر أساسي في العملية التعليمية في المرحلة المتوسطة. فبدونه، تظل العملية ناقصة، على الرغم من أن العديد من خبراء التعليم يميلون إلى إغفال أهميته. وقد اعتمد البحث على منهج وصفي وتحليلي. الكلمات المفتاحية: ١. التفاعل المتبادل ٢. المرحلة المتوسطة ٣. الفهم.

Abstract

Classroom interaction between intermediate-level students and their teachers plays a vital and effective role in enhancing students' grasp and understanding of academic content. It also helps build a sense of connection and closeness among students and between students and their teachers. The primary goal of this research is to highlight the significance of reciprocal interaction between intermediate-stage students and their teachers in boosting students' comprehension and learning abilities. Additionally, the study seeks to explore the various factors—both positive and negative—that influence the practice of mutual interaction in the classroom, and to assess how such interaction positively affects students' ability to understand and absorb academic material. This research underscores that classroom interaction is a core element of the educational process at the intermediate level. Without it, the process remains incomplete, despite the fact that many educational experts tend to overlook its importance. The research employed a descriptive and analytical approach. **keywords:** 1. Reciprocal Interaction 2. Intermediate-Stage. 3. Comprehension.

Introduction

The education system is a central concern for those seeking to improve it, as knowledge is viewed as the key asset of future generations and a fundamental driver of national progress and development. For an education system to be advanced, it must be built on strong, learner-centered foundations. Within this system, the teacher plays a pivotal role. Students are at the heart of the educational process, and all educational efforts revolve around their growth and learning, with the teacher guiding and supporting this development. The teacher's knowledge and skills are directed toward enhancing student outcomes. Teaching is an ongoing process aimed at promoting and supporting learning. Effective teaching involves a range of communicative behaviors used by the teacher, who functions as a facilitator in the learning environment. Among the most essential competencies a teacher must possess is the ability to engage in mutual interaction.

Our research is organized into five main sections:

The first section addresses the research problem, its significance, the research questions, objectives, methodology, and hypotheses. **The second section** covers the research scope and limitations, key terminology, and a review of previous studies. **The third section** explores the classroom environment that fosters mutual interaction between teachers and intermediate-level students, along with the essential foundations for ensuring the success of this interaction.

1. The first section

1-1. Research problem

This research centers on evaluating how effective mutual interaction in the classroom is—particularly between intermediate-level students and their teachers—in enhancing students' understanding and comprehension through the practical application of this approach. It also aims to identify the challenges and barriers that hinder the implementation of mutual interaction in the educational process between teachers and intermediate-stage students. In addition, the study seeks to uncover the factors and difficulties that may limit intermediate-stage students' willingness or ability to embrace the concept of mutual interaction in their learning experience.

1-2. Importance of research

The importance of this research revolves around studying the positive results achieved by applying mutual interaction between intermediate-stage students and teachers and its impact on increasing and enhancing their abilities in understanding and comprehension.

The importance of the research also stems from the fact that mutual interaction between intermediate-stage students and teachers is an important educational method for increasing understanding and comprehension.

1-3. Research questions

In this research, the following questions will be answered:

Main question:

- What are the key elements that contribute to the successful implementation of mutual interaction between teachers and intermediate-stage students?

Sub-questions:

- A. What is mutual interaction?
- B. What is the mutual interaction strategy?
- C. To what extent are intermediate-stage students able to apply mutual interaction with teachers?
- D. What is the impact of applying interactive interaction between intermediate-stage students and teachers on increasing their understanding and comprehension capacity?

1-4. Research goals

The primary objective of this research is to highlight the significance of mutual interaction between intermediate-level students and their teachers in enhancing students' understanding and comprehension abilities.

Additionally, the study seeks to identify the factors—both positive and negative—that affect the implementation of mutual interaction between students and teachers, and to assess its beneficial effects on improving students' comprehension skills.

1-5. Research Methodology The research methodology was based on description and analysis, meaning that it relies on the descriptive approach in providing the optimal analysis of the problem presented by identifying its dimensions and the surrounding circumstances, as well as following the scientific description to understand the characteristics of the problem. Data and information were provided to diagnose the problem using the objective analysis method, which is a typical, organized method for studying the problem and developing appropriate solutions.

1-6. Research hypothesis The research hypothesis focuses on the fact that mutual interaction plays an important role in developing the student's ability to understand and comprehend, and thus leads to raising the educational level of intermediate-stage students. **The second Section**

2-1. Research limitations:

The research limitations focused on the following:

A. Time limitations: The limits of the research will be limited to the year 2025.

B. Spatial limitations: Secondary school.

C. Objective limitations: Mutual Interaction within the class between Intermediate-Stage Students and the Teachers leads to a boost in their comprehension and understanding

2-2. Research terms

2-2-1. Mutual Interaction :

Interaction in education can be defined as the activity of relationships between students, teachers, and administrative staff. The essence of interaction is generally a reciprocal relationship between individuals that occurs within a community.¹This strategy relies on students and teachers sharing the role of the teacher by allowing both to lead discussions about specific readings. It emphasizes practicing reading skills that build on fundamental abilities through directed reading and interactions between the teacher and group members, as well as among group members themselves, to enhance and support understanding. This method effectively teaches students how to identify key ideas from the reading while discussing vocabulary, developing concepts, and summarizing information.

2-2-2. Intermediate-Stage

It is an educational stage that falls between primary and secondary school, consisting of four academic years in either public or private education under the Ministry of Education in the State of Kuwait. It begins in the sixth grade and continues to the ninth grade, with students' ages ranging from 12 to 15 years.

2-2-3. Comprehension

Comprehension is the skill of understanding something by fully grasping its meaning. In this case, it exceeded her ability to comprehend.

Comprehension involves forming mental images of the information received and connecting them with existing knowledge in order to draw conclusions that satisfy one's intellectual requirements.

2-3 Previous studies

Here we will review some previous studies that addressed the topic of our research. These studies are:**Author:** Al-Haddadi Fatima Zahra, Brakou Salim, 2021, Master's thesis entitled "Communication between Teacher and Learner and its Impact on Academic Delivery", College of Arts and Languages, Ahmed Draia University, Algeria. The research addressed the role of the teacher in building the educational process and the importance of communication between the teacher and the students, as communication is one of the teaching methods that helps the student understand and comprehend, which in turn helps develop the education sector. The study concluded that communication is essential and has positive effects in increasing students' understanding and comprehension. The study aimed to delve deeper into the details of education. The study adopted a descriptive and analytical approach, in addition to statistics to support the research findings.**Author:** Khadija A'bala, Kalthoum Rabhi, 2021, Master's thesis entitled "The Impact of Classroom Interaction between Teacher and Student on the Educational Process of the Intermediate Stage", College of Arts and Languages, Ahmed Draia University, Adrar, Algeria. The research addressed the importance of classroom interaction between teacher and student in raising the student's academic level and improving his psychological state in accepting education. The research aims to determine the effectiveness of classroom interaction between teacher and student in raising educational standards, particularly in the fourth year of secondary school. The research followed a descriptive approach based on analysis, induction, and statistics to achieve its objectives.

Comment on previous studies

When reviewing the previous studies mentioned above, it becomes clear that they differ in substance from our research in their subject matter, but they are identical to it in terms of methodology.

We find in the study (Al-Haddadi Fatima Zahra, Brakou Salim, 2021) that it addressed the importance of communication between the teacher and the student in developing the education sector, as this teaching method plays an effective role in the student's deep understanding of the details of education.

The study (Khadija A'bala, Kalthoum Rabhi, 2021) addressed the importance of classroom interaction between teacher and student in raising the academic level and improving the psychological state of fourth-year secondary school students.

The difference between the two previous studies and our research is that our research addresses the interaction within the classroom between middle school students and their teachers, which leads to raising their level of understanding and comprehension.

The Third Section

3.1. Environment of mutual interaction within the classroom between teacher and student.

The environment of mutual interaction within the classroom is the place where students work together, encourage each other, and use various tools and information in order to achieve educational goals and solve the educational problems they face. The mutual interaction environment is flexible and helps the student gain understanding and comprehension, which leads to the development of their educational skills².

The environment of mutual interaction within the classroom between the teacher and the student has many characteristics, including that it contributes to shifting the focus from the teacher to the student, which leads to making the student more effective and active. The mutual interaction also supports the idea of investigation³.

Mutual interaction within the classroom between the teacher and the student has several characteristics, including that the student is active in interacting with new information, as the student collects information and integrates it to come up with a complete vision⁴.

Mutual interaction also creates a cooperative learning environment, free from competition, where students can control their learning process when interacting with their classmates and the teacher⁵.

3.2. Foundations for the success of mutual interaction within the classroom between Intermediate Stage Students and the teacher.

Mutual interaction within the classroom between Intermediate Stage Students and the teacher is successful from an educational standpoint if it takes place in two directions (teacher and student), so that the teacher can respond to future student responses and increase their participation in the process of mutual interaction.

One of the most important foundations for the success of mutual interaction is that it must be cognitively fulfilling. This means that the more knowledge the teacher has about the subject of interaction and its nature, the more capable he will be of choosing the subject of interaction and the appropriate means of communication, in addition to using the skills of making mutual interaction successful, which is the use of audio-visual means such as media, drawings, and recordings⁶.

In light of the above, it can be said that the teacher's confidence, conviction, and belief in the content of the educational information for Intermediate Stage Students motivates the teacher to make the necessary effort to select the educational information.

On the other hand, the confidence of Intermediate-Stage Students in themselves motivates them to understand the educational information and motivates them to continue paying attention and concentrating on the teacher.

The Fourth Section

The importance of mutual interaction within the classroom between Intermediate Stage Students and the teacher

It is not hidden from everyone that the mutual interaction within the classroom between the teacher and students, especially intermediate-stage students, is of great importance in achieving educational goals and activating the educational process for this group of students by opening the field of interaction between the teacher and the student⁷. This interaction opens up a greater scope for thinking, learning, and mutual dialogue between the teacher and the student on the one hand, and between the students themselves on the other hand⁸. Mutual interaction also provides an opportunity to exchange opinions and ideas by opening up dialogues and discussions between teacher and student. It also opens the way for students to participate in this dialogue and discussion, which helps shape the personality of a successful student⁹. Therefore, we find that the mutual interaction between intermediate-stage students and teachers aids in recognizing contemporary educational conditions and the challenges facing students at various levels of knowledge, understanding, and comprehension. Interaction also provides middle school students, as well as students at all levels, with the opportunity to discuss educational and academic problems and develop solutions¹⁰. It also fosters a sense of community among this group of students, thereby increasing and enhancing their understanding and comprehension of academic material, which in turn leads to raising their educational and scholarly standards¹¹.

CONCLUSION

In light of the above, we see that the mutual interaction between intermediate-stage students and the teacher is a very important tool for linking all the internal components within the classroom. Mutual interaction within the classroom is regarded as an effective means of enhancing students' scientific and educational levels by deepening their understanding and comprehension of academic subjects. This interaction fosters a type of friction and rapprochement between the students and the teacher, as well as among the students themselves. Research has proven that mutual interaction in the classroom between intermediate-stage students and the teacher transforms the basics of teaching from traditional methods to interactive techniques, applying educational ideas that stimulate students' minds and enhance their understanding. Through this research, we see that mutual interaction in the classroom between intermediate-stage students and the teacher is central to the learning process. Without mutual interaction, the educational process cannot be completed, even though many specialists in the field of education do not prioritize the principle of mutual interaction in the classroom. The interaction in the classroom between intermediate-level students and their teachers significantly impacts students' understanding and comprehension

of academic material. Therefore, it is essential to develop the principle of interaction between teachers and students at all levels.

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هوامش البحث

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² Abu Ghaly, Salim, 2010, Master's thesis entitled (The effect of adopting the thinking strategy on developing logical thinking skills in science among students), Faculty of Education, Islamic University, Gaza, Palestine.

³ Al-Atabi, Nawal, 2008, master's thesis entitled (The effectiveness of using the "learning cycle" method in mathematics achievement and developing critical thinking among second-year intermediate students in the city of Mecca), Umm Al-Qura University, Kingdom of Saudi Arabia.

⁴ Savasci, F, 2012, Science Teacher Beliefs and Classroom Practice Related to constructivism in Different school setting, Journal of science teacher education, 23 (1), p65-86.

⁵ Brooks, J.,1993 , In search of understanding: A case study of constructivist classrooms, Educational Leadership, 57(3), p 19-24

⁶ Hassani, Ahmed, 2021, Studies in Applied Linguistics in the Field of Language Education, Office of University Publications, Algeria, Edition (1), p. 77.

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⁸ Zaytoun, Kamal Abdel Hamid, 2003, Teaching Models and Skills, 1st edition, Dar Alam Al-Kutub, p. 60.

⁹ Samia, Qibla, 2017, Master's thesis entitled (Educational communication between the teacher and the learner and its relationship to academic achievement), Ziane Achour University, Djelfa, p. 35.

¹⁰ Elliott, J. & MacDonald, B. (eds.) (1975). People in Classrooms. Norwich: University of East Anglia.

¹¹ The Royal Ministry of Education, R. a. (1997). Core Curriculum for Primary, Secondary and Adult Education in Norway, p. 5.