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TEACHER–PUPIL INTERACTION AS A FACTOR IN EFFECTIVE LEARNING IN PRIMARY EDUCATION

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Abstract

Teacher–pupil interaction is a central component of effective learning in primary education, as it directly influences pupils’ cognitive development, motivation, emotional well-being, and academic achievement. In early schooling, learning is not limited to the transmission of knowledge but is shaped through continuous communication, feedback, and shared activity between teachers and pupils. This article examines teacher–pupil interaction as a significant pedagogical factor that determines the quality and effectiveness of learning in primary education. The study focuses on the educational value of positive, supportive, and dialogic interaction in the classroom and its role in creating a learner-centered environment. Special attention is given to the characteristics of effective interaction that correspond to the psychological and developmental needs of primary school pupils. The article argues that purposeful and well-organized teacher–pupil interaction enhances pupils’ engagement, supports the development of learning skills, and contributes to sustainable educational outcomes in primary education.

Keywords: teacher–pupil interaction, effective learning, primary education, classroom communication, pedagogical relationship

Introduction

Effective learning in primary education is closely connected with the quality of interaction between teachers and pupils. At the primary school level, pupils are at an important stage of intellectual, emotional, and social development, and their



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learning experiences largely depend on how teachers communicate, guide, and support them. Teacher–pupil interaction is not only a means of delivering instructional content but also a powerful pedagogical tool that shapes pupils’ attitudes toward learning, school, and themselves as learners.

In modern educational theory, learning is increasingly viewed as a social process that occurs through interaction and collaboration. Primary school pupils learn best in environments where they feel supported, respected, and actively involved in classroom activities. Teacher–pupil interaction creates such environments by establishing trust, encouraging participation, and fostering positive relationships. When interaction is constructive and meaningful, pupils are more likely to engage in learning tasks, express their ideas, and demonstrate curiosity and initiative.

Primary education places special demands on teacher–pupil interaction due to the age-specific characteristics of learners. Young pupils require clear guidance, emotional support, and continuous feedback to develop confidence and basic learning skills. Their understanding of academic content is often mediated through communication with the teacher, who plays the role of organizer, facilitator, and model of learning behavior. Therefore, the effectiveness of learning in primary school is closely linked to the teacher’s ability to interact with pupils in an appropriate and pedagogically sound manner.

Educational reforms that emphasize learner-centered and competency-based approaches further highlight the importance of interaction in the classroom. These approaches require teachers to move beyond authoritative instruction and adopt interactive communication styles that promote dialogue, cooperation, and active participation. In such contexts, teacher–pupil interaction becomes a key factor in supporting not only academic development but also social and emotional growth. This article explores teacher–pupil interaction as a factor in effective learning in primary education. It examines the pedagogical significance of interaction, identifies its main characteristics in primary classrooms, and considers its impact on pupils’ learning outcomes. By focusing on interaction as a dynamic and purposeful process, the study aims to contribute to a deeper understanding of effective teaching practices in primary education.

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Main Part

Teacher–pupil interaction in primary education encompasses all forms of communication and joint activity that occur between the teacher and pupils during the learning process. This interaction includes verbal explanations, questioning, feedback, encouragement, and non-verbal communication such as gestures and facial expressions. In primary classrooms, these forms of interaction play a crucial role in shaping pupils’ understanding of learning tasks and expectations. One of the key aspects of effective teacher–pupil interaction is the establishment of a positive emotional climate in the classroom. When teachers demonstrate empathy, patience, and respect toward pupils, they create a safe learning environment in which pupils are willing to participate and take intellectual risks. Such an environment is especially important for young learners, who may experience anxiety or insecurity when facing new learning challenges. Positive interaction helps reduce fear of making mistakes and encourages pupils to view learning as a supportive and engaging process.

Teacher–pupil interaction also has a significant impact on cognitive development. Through well-structured questioning and feedback, teachers guide pupils’ thinking and help them develop basic analytical and reflective skills. In primary education, effective interaction often involves prompting pupils to explain their answers, justify their choices, and reflect on their learning experiences. These practices support deeper understanding and promote the development of learning strategies that are essential for future academic success.

Another important dimension of teacher–pupil interaction is its role in motivating pupils. Teachers who actively involve pupils in discussions, acknowledge their efforts, and provide constructive feedback contribute to higher levels of motivation and engagement. In contrast, limited or one-sided interaction may lead to passive learning and reduced interest in school activities. Interactive communication allows teachers to recognize individual differences among pupils and respond to their needs more effectively.

The effectiveness of teacher–pupil interaction depends largely on the professional competence of the teacher. Teachers must possess not only subject knowledge but also communication skills, emotional intelligence, and an understanding of



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child development. In primary education, the teacher's ability to manage classroom interaction and maintain a balance between guidance and autonomy is particularly important. When interaction is purposeful and aligned with educational goals, it becomes a powerful factor in ensuring effective learning.

Conclusion

Teacher–pupil interaction is a fundamental factor in effective learning in primary education, as it influences both academic and personal development of pupils. The analysis presented in this article demonstrates that learning outcomes in primary school are closely connected with the quality of communication and relationships established between teachers and pupils. Positive, respectful, and dialogic interaction creates conditions in which pupils feel valued and motivated to learn.

Effective teacher–pupil interaction supports cognitive development by guiding pupils' thinking, encouraging reflection, and providing meaningful feedback. In primary education, where learners are developing basic learning skills, such interaction plays a decisive role in shaping their attitudes toward knowledge and learning. Through continuous and supportive communication, teachers help pupils build confidence and develop the foundations for independent learning.

Moreover, teacher–pupil interaction contributes to pupils' social and emotional development. When teachers model respectful communication and foster a cooperative classroom climate, pupils learn important social skills such as listening, expressing ideas, and respecting others. These skills are essential not only for academic success but also for personal growth and social integration.

The successful implementation of effective teacher–pupil interaction requires systematic teacher preparation and ongoing professional development. Teachers should be equipped with strategies that enhance communication, classroom management, and learner engagement. Educational institutions should support teachers in developing interactive teaching practices that respond to the diverse needs of primary school pupils.

In conclusion, teacher–pupil interaction should be recognized as a central element of effective learning in primary education. Its purposeful organization enhances

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educational quality, supports holistic development of pupils, and contributes to the creation of inclusive and learner-centered learning environments.

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