



TEACHERS' PROBLEMS WITH PRIMARY SCHOOL PUPILS REGARDING INTERACTION IN THE LESSON.

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Annotation: *This article explores the challenges faced by primary school teachers in fostering effective interaction with their pupils during lessons. It examines common behavioral, communicative, and pedagogical obstacles that hinder productive classroom interaction. Additionally, it investigates the psychological and developmental characteristics of young learners that influence their classroom engagement. Practical solutions and strategies are proposed to enhance teacher-student interaction, grounded in contemporary educational theories and empirical findings. The study aims to support educators in creating more inclusive, communicative, and student-centered learning environments.*

Keywords : *Teacher-pupil interaction, classroom communication, primary education, behavioral challenges, student engagement, pedagogy, child development, inclusive teaching, classroom management.*

Introduction

Interaction between teachers and students is a cornerstone of the educational process, especially at the primary school level. At this formative stage, pupils develop not only cognitive abilities but also emotional, social, and linguistic skills. Effective classroom interaction lays the foundation for successful learning outcomes and fosters positive attitudes toward education. However, many teachers encounter difficulties in establishing meaningful communication with young learners due to developmental differences, behavioral issues, and environmental limitations. This paper aims to explore the key challenges teachers face in this area and suggest effective strategies for overcoming them.



1. The Importance of Interaction in Primary Education

Classroom interaction refers to the two-way communication between teachers and students that facilitates understanding, motivation, and engagement. In primary education, this interaction includes verbal exchanges, non-verbal cues, emotional support, and guided participation.

Research indicates that the quality of teacher-pupil interaction significantly influences students' academic performance, self-esteem, and social development (Pianta, 1999; Hattie, 2009). A responsive teacher who listens, encourages, and adapts to students' needs creates a nurturing learning environment that promotes active participation and critical thinking.

2. Developmental Characteristics of Primary School Pupils

Primary school children, typically aged between 6 and 11, are at a distinct stage of development. According to Piaget's stages of cognitive development, most are in the concrete operational stage, capable of logical thinking about concrete events but still challenged by abstract reasoning. Additionally, they tend to have shorter attention spans and are still developing emotional regulation.

These traits can complicate classroom interaction. For instance, pupils may struggle to follow multi-step instructions, articulate their thoughts, or manage frustration during complex tasks. Teachers must adapt their communication style by using simple language, visual aids, and positive reinforcement.

3. Common Problems in Teacher-Pupil Interaction

Despite good intentions, teachers often face several barriers to effective classroom communication:

3.1 Behavioral Issues

Inattentiveness, restlessness, and disruptive behavior can interfere with smooth communication. Such behaviors may stem from unmet emotional needs, learning difficulties, or challenging home environments.

3.2 Lack of Student Motivation



Young learners may become disengaged from lessons that fail to connect with their interests or learning styles. Without sufficient motivation, classroom interaction becomes superficial or even absent.

3.3 Language and Communication Barriers

In multilingual or multicultural classrooms, language proficiency differences can obstruct interaction. Pupils who struggle with the language of instruction may become hesitant or withdrawn.

3.4 Large Class Sizes

Overcrowded classrooms limit opportunities for individual interaction, often resulting in passive learning where only a few students participate actively.

3.5 Limited Teacher Training

Many teachers lack sufficient training in child psychology, inclusive pedagogy, or classroom management, which can hinder their ability to respond effectively to diverse student needs.

4. Strategies to Improve Interaction

Addressing these challenges requires comprehensive and context-sensitive strategies:

4.1 Implementing Interactive Teaching Methods

Incorporating storytelling, games, group work, and project-based learning helps make lessons more engaging and participatory. Such methods encourage communication and collaboration.

4.2 Differentiated Instruction

Tailoring teaching methods to meet various learning styles and abilities can make lessons more accessible. Use of visual aids, hands-on activities, and scaffolding techniques is essential.

4.3 Building a Positive Classroom Climate

Establishing a respectful and emotionally safe classroom environment promotes trust and openness. Teachers should model active listening, provide consistent feedback, and recognize student efforts.

4.4 Enhancing Teacher Professional Development



Ongoing training in effective communication, classroom management, and child development helps educators develop practical skills to manage interactional challenges.

4.5 Involving Parents and Guardian

Engaging families in the educational process helps teachers better understand pupils and address behavioral or emotional concerns collaboratively.

5. Case Studies and Research Evidence

Research from the Education Endowment Foundation (2020) demonstrates that improving teacher-student interaction yields significant academic benefits, particularly in reading and mathematics. One effective approach is dialogic teaching, which promotes open-ended questioning, student reasoning, and class discussion.

Mercer and Dawes (2014) also emphasize the role of structured dialogue in enhancing students' reasoning skills and confidence. These studies confirm that meaningful interaction is a teachable and improvable skill, not merely a by-product of classroom dynamics.

Conclusion

Effective teacher-pupil interaction is fundamental to a successful primary education experience. However, teachers often face challenges ranging from behavioral issues to lack of training. By recognizing these issues and implementing targeted pedagogical strategies, professional development, and inclusive practices, educators can significantly improve classroom interaction. Strengthening communication and connection with pupils not only enhances academic outcomes but also supports holistic development.

Furthermore, as classrooms become increasingly diverse, teachers must develop adaptive communication strategies that accommodate various learning styles, cultural backgrounds, and emotional needs. Investing in continuous teacher training, especially in child psychology, inclusive pedagogy, and emotional intelligence, is essential for fostering meaningful engagement with young learners.

Educational institutions and policymakers also play a critical role in supporting teachers by providing smaller class sizes, adequate teaching resources, and



collaborative platforms for sharing best practices. By creating a system where teachers feel supported and pupils feel heard, we can cultivate classrooms that inspire curiosity, cooperation, and lifelong learning.

Ultimately, improving interaction in the classroom is not merely a pedagogical goal, but a social imperative — one that shapes the quality of education and the personal growth of every child.

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