

# Hacia una interacción constructiva: una propuesta de alumnos de preparatoria

*Towards a constructive interaction: a proposal for high school students*

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## Resumen

El presente artículo analiza teóricamente la categoría de “interacción”. Asimismo, a partir del análisis de cuestionarios aplicados a alumnos, se rescatan los elementos que configuran a la *interacción constructiva*, categoría que se construye desde la lógica de los alumnos de preparatoria que participaron en la investigación.

Teóricamente se considera que la interacción que se establece entre docente-alumno en el ejercicio de la práctica pedagógica es un elemento básico para potenciar ambientes adecuados que permitan mayor comunicación y confianza de los alumnos hacia el docente y así propiciar el logro de mejores aprendizajes.

Sin embargo, los alumnos van más allá y consideran que no solo debe existir interacción, sino que esta debe ser *constructiva* en la relación maestro-alumno. Consideran que para que esto suceda en la práctica pedagógica, el docente debe practicar elementos como: disposición, valores éticos, tener buena comunicación, convivencia y comprensión hacia los alumnos.

**Palabras clave:** maestro, alumno, interacción, interacción constructiva.

## Abstract

This article examines theoretically the category of "interaction". Also based on the analysis of questionnaires applied to students, the elements making up the constructive interaction are rescued, category that is constructed from the logic of high school students who participated in the research. Theoretically, is considered the interaction that is established between teacher-student in the exercise of the teaching practice is a basic element to enhance appropriate environments that allow greater communication and confidence of students towards the teacher and thus lead to the achievement of better learning. However, students go beyond and consider that there should not only be interaction, but this must be constructive in the teacher-student relationship. They believe that to make this happen in practice, the teacher must practice elements as: availability, ethical values, have good communication, coexistence and understanding towards students.

**Key words:** teacher, student, interaction, constructive interaction.

**Fecha recepción:** Diciembre 2013    **Fecha aceptación:** Marzo 2014

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This article derives from a much wider investigation which was carried out as part of doctoral studies in the Higher Educational Sciences Institute of Mexico State. This article is composed of three sections. First category of "interaction" is approached from a purely theoretical perspective. In a second section, rescuing both theory and empirical material as part of the first findings of the investigation, the category "constructive interaction" is described, which is a construction of the high school students from where the investigation was carried out. To close, some final thoughts are presented as conclusions.

### **Interaction: a theoretical approach**

If we assume the thesis that the interaction is a social process which is built between subjects, we assume that it is present in all social relations regardless of the form of communication that is established. However, the interaction is built, powered and favored when we try to route it to

certain purposes such as education, specifically in the exercise of the pedagogical practice between teacher and their students.

They say that the interaction "is a polysemic concept of difficult implementation due to the analytical tradition that begins with René Descartes" (Dictionary of Educational Sciences, 18th Edition, 2002, pp. 798), however, if the concept of interaction is applied to the educational area, we say that the educational Interaction is a "reciprocal action sustained, at least two people with the purpose to influence positively. The educational Interaction is the dynamic relationship that the teacher keeps with a group of students, and direct action that develop among themselves"(Ibid. 799).

From this notion, we rescued the interaction in the field of education is dynamic, direct action and a way of positively influenced. These three actions are objectified in the teacher-pupil relationship. We conclude that educational interaction must be planned, organized, directed, designed to find the best way to influence positively the other; Otherwise, the interaction is at the level of social skills within a group, simply by being in a partnership.

Regarding the category of "interaction", a variety of theories that express the importance of building a positive, constructive and dynamic interaction between teacher and students to develop pedagogical practice. For example, for Freire (1997) interaction is a reciprocal process between teacher-student relationship, where both are interested in the same goals and purposes; Gramsci (1995), the academic meeting will be to develop a rapport educational environment where students and teachers is everyone learns; for E. Stanford and Roark (1981), the teacher-student interaction is a social process.

In this sense, the teacher-student interaction is an essential element in the practice of teaching practice. Until the seventies, the interaction was neglected in the field of education member. They did not consider the gains that could generate. However, from that decade, the interaction is presented as a pedagogical approach for achieving better results in education, taking as its starting point the premise that "The social interaction and learning can become the essence of education, while the subject matter becomes an ingredient of interaction "(Stanford and E. Roark,

1981, p.14). However, practically it was not taken up as pedagogical practice within the classroom.

Still, the interaction is often mentioned, organized, practiced. Is enhanced and it is the result of subjects. In education, the teacher is the key player to bring into the classroom, the engine can build essential academic meetings with students in a pleasant environment interaction, communication, trust, honesty, ethics and practice of values. This, of course, also be performed by the students.

The interaction involves relating the whole in the process of pedagogical practice is a guiding principle should be the foundation on which rests the principle of learning. That is, "education is a social process, meaningful learning occurs through human interaction, and education must involve knowledge and understanding of the subject itself" (Stanford and E. Roark, 1981, p.13 ).

With this logic, the educational process is constructed through interaction between three elements: teacher-student-knowledge. The knowledge, skills and content of plans and programs of study are subordinated to the interaction, ie, it can obtain better academic achievement if the educational process is based on the teacher-student interaction, and if there is a better understanding of the subjects, in other words, if your desires, interests, needs and other psychosocial aspects are known. You can say that "Social interaction and social learning become the essence of education, while the subject matter becomes an ingredient of interaction" (Stanford and E. Roark, 1981, p.14) . Assuming this thesis, it can be said that learning is constructed through pedagogic practice of teachers is a product of social interaction and content of plans and programs go to take second place. They are an excuse to build interaction between subjects, which strengthens the development of knowledge and content in teaching practices.

Under this approach to social interaction, the atmosphere of empathy and solidarity. The dynamic that develops between teacher / pupil's safety and confidence; you learn by the mistakes and successes. The human and academic growth occurs without coercion, each taking responsibility and commitment to the learning process.

E. Stanford and Roark (1981) consider that the relations established in the classroom must give students the feeling that they are beyond any threat so they can explore, experiment and fail

freely. Feeling threatened and distorting activities to protect disapproval, punishment or failure. In any case, the student activity becomes defensive and restricted. Also, the environment should provide a challenge, confrontation, and information through which they can meet these challenges (p. 20).

From the pedagogical point of view, when there is a positive interaction in the teacher-student relationship, and there is no intent to be influenced formative and constructive way, the relationship is broken. It erects a barrier in communication; no confidence and teaching practice abuse of power, disapproval and punishment with students.

Since the logic of social and educational interaction, Stanford and E. Roark (1981) suggest that the relationship must be built within the classroom between teachers and students should contribute to the human approach, building relationships expedient classroom, and develop estimation unconditional positive towards students. Similarly, the teacher should have certain qualities: be consistent, empathic, ie, acting honestly and have the ability to put themselves in their students. This would help you understand more students.

Foster relationships and human conditions, and unconditional positive esteem for the students is to provide humane treatment and implement the values of equality, respect and honesty. Thus unconditional friendship and trust is built within an inclusive coexistence that does not discriminate.

E. Stanford and Roark (1981) consider that human interaction is the most promising approach to the teaching of any subject, whether a plan completely traditional studies with basic reading, or an innovative approach to biology discovery oriented . We also see that human interaction is the basis for a new educational content. Do not try to convince educators that perform this replacement overnight, but we certainly have the belief that schools should stop their search for new approaches to achieve the same goals of providing start worrying about set new goals based a realistic view of the needs of individuals and society in general (p. 25).

The guiding idea or main thesis is that through human interaction can successfully develop the educational process. Through positive and dynamic teacher-student interaction is possible to

construct meaningful learning more easily, since human interaction allows dialogue, close communication between subjects, sharing ideas, goals, dreams and teamwork.

No positive interaction no communication, no trust, no dialogue; if no positive interaction in the teacher-student barriers between subjects approach fixing the wishes and interests of the other is unknown, no empathy and knowledge construction is limited. For this reason it is said that "human interaction is the most important in education, considered separately ingredient, and academic practices should be developed to increase interaction rather than suppress it" (E. Stanford and Roark, 1981 , p. 13).

There is some reason when we say that the interaction should be increased rather than suppressed inside the classroom. Despite being considered the most important ingredient in education, it is clear that to be fostered should be available to both educators and learners. Each teacher sets a certain level of communication with your student group, and each interaction or communication with them will depend on establishing correspondence achieved in character and personality.

That is, the dynamic that is built between the students and the teacher is determinant for the type of relationship established within the classroom. Within this logic: "Teaching can be characterized as a process of interaction between people, in which the subject-teachers and students establish relationships, through which form a group dynamism" (Molina, 1985, p. 148-49). This dynamism is built considering the heterogeneity of the students, who often can converge in their interests and desires, but not as many.

One can not deny that there are different dynamics of interaction and communication between teachers and students, and it is often not possible to build a positive and dynamic interaction due to the personality of the students and the same teacher. However, it is important to recognize that human interaction, positive interaction, is the element to rescue and promote the exercise of pedagogical practices.

Pedagogical practice in full must consider the dynamics and factors that constitute it, and analyze and understand the complexity of reality, transcend institutional. It has been said that human interaction is an essential element in teaching practice, a positive and dynamic interaction is

necessary, however, believes that before human interaction to converge on common interests and shared goals considering the heterogeneity of subjects involved a process of awareness is necessary in order to address the need of a human, positive and dynamic interaction that serve as guides to the same desires and interests.

A student group is heterogeneous in nature: they have different interests, are social economic, political and distinct. Their socio-cultural diversity makes it complex, however, as a group that shares a classroom, a school, an educational philosophy, the same plan and curriculum, and a life, can, by an act of conscience, and establish agreements common objectives. Through dialogue, they can turn their individual goals and interests of the group plan their achievement. Be aware of what you want as a group helps to recognize that human, positive and dynamic interaction is a staple in optimal communication and achieving goals.

"Education is communication, dialogue, to the extent that it is no transfer of knowledge, but a gathering of individuals who seek partners significance of meaning" (Freire, 1997, p.77), is a certain premise unless the pedagogical practice is a farce. However, education also involves interaction. It's reason and seeking truth, an act of consciousness, recognition, reflection, encounter, transformation, understanding and analysis of reality. And this desire to transcend the teaching practice, to find new and different meanings, to understand reality to transform, to foster a pleasant environment and appropriate within the classroom to successful achievement of objectives, considers that reason, a process of awareness and positive human interaction dynamics, and may be the key elements to rescue for achieving these ends.

### **Constructive interaction: a proposal for high school students**

So far we have made an approach to human, positive and dynamic interaction, which we consider as an important rescue in the exercise of teaching practices to build between teachers and students more constructive forms of relationship effective element, appropriate and enable the mutual respect and good treatment, ie, constructive interaction.

In this regard, students suggest some elements that should be considered so that there is between students and teachers interact constructively. Regardless of the order of presentation, think that

must be present: provision, practice of values, good communication, trust, fellowship, understanding and teaching activities.

Of the students surveyed, 6.69% believe that the item should definitely be rescued for constructive interaction there is "available". Some students refer arguments are:

Availability of both teacher and student (respect).

Availability of a teacher and that is comprehensive.

Layout by both parties.

Willingness and cooperation from students and teachers.

Willingness to do their work from both parties and if there are differences peacefully talk to clarify discontent. (Calos).

If no arrangement between the parties, logically follows that no agreements, no shared interests and seek each do what it thinks is right and proper according to their personal interests rather than group. The key will always be available for activities in agreement, orderly and in groups, as recognized by the students themselves.

Another element is "the practice of values." In this sense, as well as students recognize that if the teacher applies ethical sense to your actions produce an interaction with practicing values equally recognize that the practice of values is a necessary building constructive interaction between faculty member -students. In this regard, 25.44% of the students considered that the existence of constructive interaction between teacher-students should be practiced values such as:

respect (42) Communication (5) kindness (2), attention, comprehension (2) trust (2) comply, equity, listening, study, honesty (2) interaction, responsibility and tolerance (2). (Calos).

Values that students relate the first two values most frequently reported are the respect and communication, followed by the values that are also mentioned in a lower frequency, as seen in

the previous paragraph. While 5.80% of the students mentioned that the teacher must show: "Values, ethics and set a good example" (Calos), that is conducive to constructive interaction.

The "good communication" is another important for the emergence of constructive interaction aspects. 100% of the students surveyed, 38.83% said that there should be:

- Communication, positive relationship between both parties understanding.
- Communication and values to moral authority.
- Communication and trust.
- Much interpersonal communication, especially between the two.
- Communication between students and teacher.
- Communication, respect, trust.
- Communication with students and be tolerant. Communication and verbal guidance.
- Communication, interaction and trust.
- Communication, willingness, respect, simplicity.
- Communication, tolerance and above all empathy between the two.
- Teacher-student communication.
- Communication with all students and / or teachers to know what is wrong and to correct it.
- Communication and correct ways to express for good interaction.
- Communication and trust between both parties so that the student can approach the teacher and the student teacher.
- Communication and not by a simple fear we stay there. (Calos).

Molina A. Ojeda (1985) recognizes that improving the educational process is essential to increase, improve and enhance communication, because: "What varies from target to target,

pedagogical methodology to pedagogy and methodology to the characteristics of the elements and their relationships among them "(A. Ojeda Molina, 1985, p. 112). These relations enable not only transform the academic aspect but also the interactions between teachers and students.

As communication is considered that "trust" is another element that must be present for there to be a constructive teacher-student interaction. In this regard, 11.60% of students who consider trust as an important aspect that should be mentioned:

- Trust.
- Trust and understanding.
- The teacher will show students that you can trust and can ask without fear.
- Confidence, knowing that the teacher can be your friend, who has a vocation. But if you have no vocation, at least for human beings have the capacity to feel affection for the people.
- Trust between pupil-teacher for constructive interaction in the classroom.
- A teacher should instill confidence in your student to feel confident that interact with it.
- Trust between for the two to work and achieve the goals. (Calos).

While 4.01% of students believe that there should be "living together" for a constructive interaction occurs and mention must be present:

"The coexistence and respect.

Living positively, exchange ideas, support and help when we need.

A good social relationship with students.

More sociable and friendly.

The students relate more to the charismatic being. (Calos).

3.12 believes that there is a constructive interaction should be "understanding" and 4.46% believes there should be "educational activities". Those who think in favor of "understanding" rescue ideas like

"Interacting with students and be more understanding.

Reach positive solutions example, if a student does not have a job and ask for an extension because the teacher is the share but with less value.

Understand that teachers know, understand and listen to students. (Calos).

While those bets educational activities, as mentioned actions:

Playing in the yard related to the subject matter. Meet slowly pupils with activities of the teacher. Putting dynamic where the teacher can learn more about their students. Make dynamic with students.

Activities in which students interact with the teacher.

Activities on the subject, and participation of both students and teachers for better communication.

Make games and living with us. (Calos)

Finally, teachers should have the tact to try and help their students build and overcome the academic, who can listen to the needs and concerns, understand that the process of learning is mutual between student teaching, where both learn in an atmosphere of rapport as relates educational Gamski (1995) "pedagogical rapport between teacher and student is an active rapport, reciprocal relationships, so that every teacher and every student remains a student's teacher" (p. 447). And there is this pedagogical rapport, you must have the willingness to build an environment where there is trust, communication, fellowship, students understand, practice ethical values, implementing appropriate learning strategies so they can enhance what students call constructive interaction, which is considered as a necessity within the classroom.

## Conclusions

The allusion to what might be called constructive interaction in teaching practices, beyond theory, this is done through the voice of the students and is considered as a necessity to be served within the classroom.

Interaction is a key element in the process of teaching practices that must be rescued by the teachers in order to achieve better learning environments into the classroom and improve human relations between teachers and students.

It is necessary for the teacher-student interaction is enhanced mainly the teacher must provide trust, communication and respect for their students so that they are encouraging the use with teachers to discuss, participate and discuss their doubts at the time of the class. Because "In the interaction are always many messages beyond words, improve, modify and sometimes instead of words between the partners (Stanford and E. Roark, 1981, p. 42)

Rescue by teaching elements such as layout, practical value, good communication, trust, fellowship, understanding and learning activities; elements that are considered by the students as needed to build a constructive teacher-student interaction.

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