Teaching in Interactive Pedagogical Perspective at Primary Schools in Northern Mountainous Provinces of Vietnam

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Abstract. With the efforts to improve the quality of education, Vietnam has released specific policies to develop teaching staff and invested the facilities to serve teaching and learning. In order to reduce the gap in the quality of education among regions, and to ensure the needs and rights of learning of every child in our country, the Education Sector has implemented the Strategies for the Development of Education 2011 – 2020 with one significant task "Enhancing support for the educational development for disadvantaged areas, ethnic minorities, and social policy beneficiaries." Education in disadvantaged areas is still assessed as being weak in many aspects such as teaching quality and educational efficiency. Besides, many teachers have not met the goal of improving the quality of teaching and learning, and teaching methods as well as educational contents have not developed well.

Starting from practical teaching, we discussed the situation of using interactive pedagogy in modern teaching at primary schools in Northern mountainous provinces of Vietnam. In an educational process, mutual impacts between the factors - teachers, students, and the environment - are considered holistically and comprehensively. This approach reflects the teaching trend based on students and their activities, especially the nerve activities of learners. Interactive teaching in the pedagogical environment is reviewed and researched under multidimensional perspectives.

Keywords: Interactive pedagogy, primary school, strong points, weak points.

1. Introduction

- *Interactive Pedagogy* is considered as a current of thought in modern teaching. In the 90's of the twentieth century, French authors, Margolinas C. and Brousseau G. researched the interaction among different elements of teaching activities. Actually, the interactions between two activities – teaching and learning, had been studied for a long time in the history of pedagogy. However, nowadays, the interactive pedagogical activities include three elements: teachers – students

– the environment, as mentioned in the book "*Toward an interactive pedagogy*" (Denomme, J. M. & and Roy, M. (2000)), which was typical. This approach of teaching activities emphasize the relationship between teachers, students, and the environment.

According to the authors, interactive pedagogy is a new vision of teaching and learning activities. It is the establishment of a thinking structure – how to coordinate teachers, students and the environment in order for learners to acquire the knowledge on a solid scientific and naturalistic foundation. Interactive pedagogy is an approach that revolves around the role of students, teachers, and the environment. This understanding is as a positive thinking which helps educators to select appropriate teaching methods for learners in the impacts of the environment. *Thus, interactive pedagogy is an approach of teaching activities, which emphasizes the dialectical relationship among the three factors learners, teachers, and the environment in educational activities.*

- The interactive pedagogical activities are mainly based on the interaction among learners, teachers and their environment with a basic orientation, which fully evaluates the role of learners, teachers and the environment as well as the special attention to the relationship between these three factors. It is the interaction among three factors that causes the interactive pedagogical activities (Nguyen, B. K. (1998)). All the interaction among teachers, students and the environment aims at supporting and promoting the teaching and learning activities. However, the interaction does not merely mean making the questions and answers. The interaction only takes place when learners try to operate their brain to adjust the learning process. Thus, the interaction is represented by operations, responses, adjustments and re-adjustments. It is not only the matter of using language, but also conveying non-verbal issues through various activities during school time. In the traditional conception, there is an interaction between two factors: teachers and students; however, the interactive pedagogy has the impact of another factor – the environment. This is clearly reflected in the current educational practice.

- The mechanism of interactions in the pedagogical environment is the movement of an interactive process of teaching. We can perform this mutual relationship with *the triangular diagram of interactive pedagogical activities,* as follows (Nguyen, B. K (1998)):
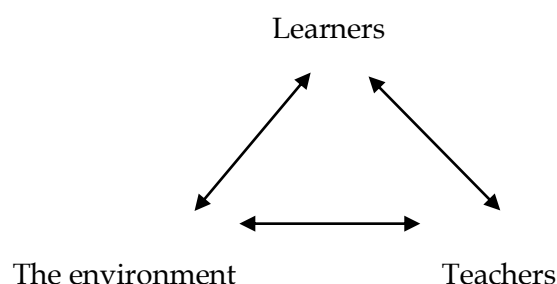
Looking at the diagram, we see formats of the interactive pedagogy in current practical teaching:

• Interaction between learners and teachers

• Interaction between learners and the environment

• Interaction between learners, teachers, and the environment

The interaction between learners and teachers is the one that expresses the two-side nature of the teaching process. Teaching activities (teachers) and learning activities (learners) take place simultaneously. This dialectical relationship brings the interaction: teachers create/design - learners practice. Interactive activities aim at learners, which highly appreciates the active role of learners under the organization and coordination of teachers. Modern education considers that learning activities play a primary role in class. This is the basis for studying and applying positive teaching methods in school types.

The interaction between learners and the environment plays an important role in the process of intellectual development and the formation of moral qualities for learners. Practical education shows that the relationship between learners and the environment expresses in many different ways.

The environment impacts on learners from many different sources of information such as the advice of parents in the family, the teaching of the teachers in schools, the exchanges with friends, colleagues and other people, as well as the sources of information from newspapers, magazines, documents and reference books, television and the internet, etc. This is the interaction between learners and the external social environment with a rich source of information. However, it is also difficult to control the sources because some information is appropriate with learners, but some others may not, etc. The environment is where learners expose and develop their intellectual abilities. A good environment is a favorable condition for the formation and development of learners' personality. Vice versa, learners also affect the environment positively in favor of the social community.

The interaction between learners, teachers, and the environment is the comprehensive interaction among the three factors in pedagogy. The three agents of three-triangular-peak interactive pedagogy are considered as a mechanism of action in current teaching. The environment here is considered and researched in a dynamic state, tending to change and influence teachers and learners from many sides (Pho. D. H., & Ngo. Q. S. (2011)).

The environment includes home environment (with genetic traits, custom, economic conditions, family values, etc.), school environment (the place forming and training personalities for students), classroom environment (space, time, light, sound, classroom arrangement, etc.), and social environment (affecting teaching activities in schools by the political institutions, the policies of the Government, the orientation and education reform, the education law and the implementation).

To sum up, the interaction mechanism in pedagogical environment is the interference among the three actors: the teachers, learners and the environment. The interaction among the three factors or between two of the three factors depends on different conditions and circumstances. However, the interactive teaching environment is the operation address for the interaction between

teachers and learners. The environmental factors are considered in a dynamic state but not a static one. Thus, the environment always operates with the development of the education process in order to meet the needs and demands of society. The active teaching methods along with teaching technologies which are proposed and applied in modern teaching also follow this trend.

The interactive pedagogical activities can be applied in the teaching process at different school levels under the study mechanism given above. However, depending on the awareness and psychological characteristics of students at each level, there are differences in the performance at every phase of learning mechanism in interactive pedagogical perspective.

According to us, for primary students, their minds are at a particular level and depend heavily on visual characteristics of objects, particular phenomena, and unintentional attentions developing at a high level. Thus, in the first phase of the process (the sense receptors), in order to help students get the overall perception of the study object teachers should pay attention to stimulating the senses of students by impressive visuals. However, the attention ability of elementary students cannot sustain for too long because it will make them stressed out. Therefore, stimulating the senses of children should also have certain limitation. This limitation depends on specific subjects, but generally, stimuli from teachers should stay at a sufficient level to let students recognize the academic tasks or are enough for students to understand the characteristics of the objects that affect them. Moreover, integrated analysis capabilities of primary students are still at an elementary level. It is difficult for them to analyze abstract problems and requires complex thinking manipulation. Therefore, learning issues should be easy and visualized in order to be appropriate to the qualifications of students so that they can easily engage in learning activities.

According to the view of interactive pedagogy, environmental factors play such a significant role in affecting teaching and learning activities that they need attention. Primary students are dreamy and innocent, which makes the environment of the students at this age different from that of adults. In teaching, teachers let the students live in a classroom environment decorated closer to their lives so that they feel comfortable and easy to develop imagination. Promoting children's imagination helps them have the connection between experience and new insights about the phenomena to discover new knowledge. For primary students, the external environment has its own characteristics and is seen through the prism of children, so it should be idealized. They feel all the phenomena in the world by their own mind. As a result, teachers respect children's own world and bring joys as well as confidence in learning for students, encouraging children to dream and make their dreams come true.

Above all, based on the advantages of teaching in interactive pedagogical perspective and the cognitive characteristics of primary students, we have found that the application of interactive pedagogical perspective in teaching at primary schools based on criteria that are consistent with cognitive psychological characteristics of primary students is the right thing in the current period. At primary education level, however, the research on this issue in general is not

effective and must be continued and have specific analysis of the reality to propose the way to develop more purposefully.

2. Strong points of interactive pedagogy

- Interactive pedagogy defines the structure of the process of teaching including three following factors: Teacher – Learners and Environment. These are the best three basic centered factors of teaching activities.
- Interactive pedagogy asserts the function of each factor: Learners – workers, teachers – instructors, environment and its effects.
- Interactive pedagogy defines the reciprocal relationship (the connections) between factors and smaller units in a factor.
- Interactive pedagogy analyzes the learning engine and its activeness (neurological basis) clearly, as well as other conditions (real-life experience, style, emotion) of learners in order for pedagogical acts to be more effective.
- Interactive pedagogy describes comprehensively the physical environment, spirit environment, inner environment, and outer environment which previously in conditions of the theory of teaching were not interested and assessed properly for their effects on the organizing pedagogic acts of teachers. Interactive pedagogy also shows the dialectical relationship between inner factors and outer factors, asserts the initiative role of learners and teachers when affected by outer factors.
- Interactive pedagogy confirms its essential factors: interest, corporative pedagogy and successful pedagogy as well as parts of teaching acts: planning, instructing and communicating (organizing and corporating) (Vu Van Cong, (2009)).

3. Weak points of interactive pedagogy

- In interactive pedagogy, the environment is considered by many sides, many different levels; however, it is only considered as a static, available factor existing and affecting teachers, students and their acts. The important thing is not only to define, concretize the reciprocal and diversified relationship between the environment and learners but also to point out the means and ways to exploit the active acts and restrict the negative acts of learners' environment and their methods.
- In interactive pedagogy, what belongs to content (knowledge) will be likened to the environment factor by the author. Meanwhile, up to now, knowledge has existed and acted like a factor belonging to the structure of teaching acts. (Vu Van Cong, (2009))

4. Methods

We have learned the materials, the studies of interactive pedagogy in teaching and researches of psychological and physical characteristics of primary students in Vietnam. Thus, we affirm that the teaching activities according to the interactive pedagogy can perform effectively in teaching in primary schools and

are a trend consistent with the teaching perspective towards capacity development of education in Vietnam.

Next, we conducted a survey on the reality of the teaching in interactive pedagogical perspective at primary schools in Northern mountainous provinces of Vietnam in order to learn the reality of the perception of management staff and primary school teachers in this issue. Is it right or not? How did they use it? And in the process of using this teaching standpoint, what difficulties did they have? Etc. In order to have an objective and correct view, we conducted investigations on total 999 management staff, teachers, and students (in which 39 are management staff, 60 are teachers, and 900 are students) at primary schools in Dien Bien, Lai Chau, and Son La provinces (we delivered survey forms on the reality of the teaching in interactive pedagogical perspective at primary schools Northern mountains provinces of Vietnam to them). These three provinces are in the Northwest of Vietnam. They have difficult economic conditions, terrain, and traffic, but are rich in cultural diversity. Most of the students are from the ethnic majority, so they have few chances to study and little access to modern educational services. This is also the reason causing the educational gap and limits the efficiency of education in these areas.

Through surveys and statistics, we have had a basis for assessing the situation on the use of interactive pedagogy in teaching at elementary schools in Northern mountainous provinces of Vietnam. This is an important basis for studying and proposing the way to organize teaching process in perspective of interactive pedagogy effectively in primary schools.

To test the effectiveness of using interactive pedagogy in teaching at primary schools in Northern mountainous provinces of Vietnam, we chose to create teaching plans in perspective of interactive pedagogy in writing assignment – a division of Vietnamese subject to conduct the experiment. Vietnamese is the mother tongue subject that is compulsory and extremely important. Students need to have fluent skills in using Vietnamese so that they can learn and communicate. This is the main reason why we chose this course to design teaching plans.

There are 2 stages according to chronological including empirical exploration and impact experiment. The empirical exploration aims to investigate the existence of the organization of teaching in the view of interactive pedagogy in teaching practical subjects in primary schools today, and also to orientate and create the basis for us to conduct the next experiments. To do this, we randomly conducted examining a number of lesson plans at some elementary schools (Thanh Luong elementary school in Dien Bien, Nam Loong elementary school in Lai Chau), noting and analyzing the results. During the observation, we recorded the activities of teaching that strengthened the interaction between teachers and students in the initial level. This is a positive signal for the initial implementation of organizing learning in interactive pedagogical perspective at primary schools in the Northern mountainous provinces of Vietnam.

To be able to conduct experiments correctly and achieve the best possible result, we carried out organizing activities for students (interviewing their learning needs, organizing games, collecting documents related to the lesson, having

students watch videos, etc.) We also created cooperating and creative exercises for teaching the content of Describing animals in Vietnamese writing assignment grade 4 parallel with the main curriculum.

The selection of the experimental classes and schools as well as collating class was particularly interested because this would directly affect the outcome of the experiment. When selecting the experimental objects, we noticed to choose students from areas that have different qualified economic, social, and cultural developing levels; some areas are very favorable, but some still have so much difficulty. At each location, we chose the classes and objects with different qualifications and learning capacity. The collating classes had similar basic conditions with the experimental classes (teaching conditions, the capacity of teachers and students ...). The process of work helped us have an objective view on the effectiveness of the application of interactive pedagogy in teaching at primary schools.

5. Outcome

The trend of teaching through students' capacity that Vietnam is actively approaching requires learners to develop, seek knowledge with teachers' instructions. With this trend, applying interactive pedagogy is required. The question is how to organize teaching effectively in this view in order to maximize the positive properties of teaching. The initial investigation helped us with a general and preliminary practical insight in teaching activities of interactive pedagogy at primary schools.

The survey results of the awareness of managers and primary school teachers in all 3 regions: north, central and south (Table 1) about interactive pedagogy showed that the judgment of the majority on this matter was not enough, but they initially gained an understanding and approach. This also explained why the interactive pedagogy is not interested and effective at elementary schools. When they still have misconceptions, they cannot apply interactive pedagogy confidently and effectively in teaching.

Table 1. Survey of the awareness levels among managers and primary teachers of interactive pedagogy

Orders	Levels of awareness	Dien Bien		Lai Chau		Son La		Total	
		Quantity of answers	Ratio %	Quantity of answers	Ratio %	Quantity of answers	Ratio %	Quantity of answers	Ratio %
1	*Not right*	14	42.4	12	36.4	12	36.4	38	**38.4**
2	*Right but not enough*	9	27.3	13	39.4	15	45.5	37	**37.4**
3	*Right and enough*	10	30.3	8	24.2	6	18.1	24	24.2

According to us, the results in table 1 reflects the reality exactly because the interactive pedagogy was a new view, new approach, and new orientation that existed in the management staff and primary teachers in the Northern mountainous provinces in general as well as other management staff and primary teachers in particular. 24.2% of the management staff and teachers

having the right awareness of interactive pedagogy mean that although this initial result was modest, they had an interest in this approach. 37.4% of the management staff and teachers would gradually aware of it enough and correctly. As a result, they would apply interactive pedagogy better in their teaching process at primary schools.

Besides, when investigating the awareness of the staff and primary school teachers of the importance of the relationship among the elements in the teaching process through a questionnaire divided into 5 levels (critical, important, normal, less important, not important), we saw that the order of the relationships is equivalent. The relationship between teachers, students, and the methods was ranked first place; second was the relationship between teachers, students, and the content; and the relationship between teachers, students, and organizational forms was in the third place. The three relationships were ranked adjacently because in the teaching process, the internal elements: content-methods-organization had a close relation. Method is the way teachers convey the contents and help students achieve the specific objectives of the curriculum content, and the organization was reflected in the teaching form of teachers. The relationship between teachers, students, and the assessment ranked fourth. Through direct exchange of data and statistical surveys, we conspicuously saw the wrong conception of the importance of the relationship between teachers, students, and the assessment. Similarly, the relationship between teachers, students, and the environment was assessed at a low level and ranked last. This is not a proper concept and reflected that teachers were only interested in the contents and educational methods.

Moreover, considering the average of the total survey in all three provinces, the percentage of people who had misconceptions and correct ones but not the factors affecting educational outcomes of students is approximately 76.8% - a relatively large proportion (Table 2). It reflects the awareness of management staff and primary teachers was still low in environmental factors and the interaction between the three factors teachers, students, and the environment. Furthermore, managers and teachers did not fully understand the concept of Environment in education, so most of them chose the relationship between teachers, students, and families.

Table 2: The awareness of managers and primary teachers of the factors that affect educational outcomes of students

Levels	Dien Bien		Lai Chau		Son La		Total	
	Quantity of answers	Ratio %	Quantity of answers	Ratio %	Quantity of answers	Ratio %	Quantity of answers	**Ratio %**
Not right	10	**30.3**	13	**39.4**	12	**36.4**	35	**35.4**
Right but not enough	12	**36.4**	13	**39.4**	16	**48.5**	41	**41.4**
Right and enough	**11**	33.3	**7**	21.2	**5**	15.1	**23**	**23.2**

From the analysis of the above data, we can conclude that a big segment of the management staff and primary teachers in the Northern mountainous provinces of Vietnam were not yet correctly and completely aware of what factors affecting the educational outcomes of students. There can be many reasons, one of which may be because they had not been fully equipped the theoretical basis on this issue, or due to objective or subjective factors affecting the educational process of students.

On the other hand, the invested results of students' awareness in the interactive relationship with factors: students, teachers, and the environment (Table 3) showed that the students usually had discussions and share with each other during school time. This may be because of studying and living together in the same school of boarders or having the same difficulties with the language of ethnic minority students. The statistical results of the interactive relationship between the student - student took first place among the three provinces (According to our data) as follow

Table 3: The awareness of primary students of the interactive relationship with students, teachers, and the environment

Level	Dien Bien		Lai Chau		Son La		Total	
	Average score	Ranking	Average score	Ranking	Average score	Ranking	Average score	Ranking
Student - Student	1.21	1	1.09	1	1.23	1	1.18	1
Student - Teacher	0.86	2	0.92	2	0.82	3	0.87	2
Student - Environment	0.78	3	0.84	3	0.83	2	0.82	3

Additionally, when being asked about the classmates and members of their groups, students often felt very excited and shared many interesting stories. This confirmed the accuracy and objectivity of the statistical results. However, looking at the statistics, we also see that the students did not have much interaction with the teachers and the learning environment. The relationships between the students and these two elements were only ranked second and third in total. It is also obvious that students in all the three provinces are from ethnic majorities. Therefore, it is difficult for them to learn and communicate in Vietnamese. Language barrier is one of the main difficulties for these children when they want to share and communicate with teachers in the learning process. On the other hand, the organization of teaching activities in class had not been really promoted to be active; thus, like other primary students in other areas, they had inferiority complex and were afraid of sharing ideas with their teachers. Therefore, only few students answered that they often took the initiative to ask the teacher about the problems of learning; the remaining majority of the students often felt afraid to ask their teachers questions.

Another issue is the survey of the interactive relationship between students and the environment. As analyzed above, the environment in the interactive pedagogy means all the elements of natural conditions and social impact on the learning of students. However, with difficulty in the economical conditions of the mountainous northwest provinces, to ensure that all children have an adequate school with full facilities and a stable economic life to study better is

still a big problem that have not been solved. Therefore, learning and teaching in poor conditions and lacking families' care are quite common. This has made a great influence on the development of the capacity and the learning needs of students.

After a period of time training and applying interactive pedagogy in teaching at primary schools in Northern mountainous provinces of Vietnam, we have obtained concrete results of this issue.

To carry out the empirical research, we created interactive lesson plans in Vietnamese writing assignment in grades 4 and conducted experimentation in three primary schools in the three regions Dien Bien, Lai Chau, Son La of Vietnam. Each primary school was chosen randomly, ensuring the basic requirements of facilities and quality of education prescribed by Vietnam.

Table 4: Statistical results before and after exploratory experiments in Dien Bien

Class	Number of students	Score 0		Score 1		Score 2		Score 3		Score 4		Score 5		Score 6		Score 7		Score 8		Score 9		Score 10	
		Q	%	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%
Before experiment	36	0	0	0	0	0	0	1	2.8	2	5.6	9	25	9	25	8	22.2	5	13.8	2	5.6	0	0
After experiment	36	0	0	0	0	0	0	0	0	0	0	2	5.6	3	8.3	12	33.3	9	25	8	22.2	2	5.6
Collate (before)	35	0	0	0	0	0	0	1	2.8	2	5.6	12	34.3	5	14.6	9	25.7	4	11.4	2	5,6	0	0
Collate (after)	35	0	0	0	0	0	0	0	0	1	2.8	9	25.7	4	11.4	11	31.4	6	17.1	3	8.8	1	2.8

The statistical result of the empirical research shows that applying interactive pedagogy in teaching Vietnamese writing lessons made the academic result of students better than before. Some weak points in the experimental classes (grades 1 to 4) decreased from 2.8% to 0% and good grades increased a lot after applying interactive pedagogy in teaching. This shows the effectiveness of teaching in interactive pedagogical perspective. Compared with the collating classes, the result of experimental classes was very much higher. The more important thing is that the learning attitude of students in the experimental classes changed in a positive way. They actively engaged in activities and writing lessons in literature. With the interactive learning, students were encouraged to express their thoughts and expression in their own way. As a result, they were very interested in learning to write in literature. This is an encouraging result for us to continue the impact experiment at many other schools.

We conducted the impact experiment at three schools in three provinces in Vietnam. The selection of the collating schools and classes was conducted similarly in the empirical research.

Table 5: Statistical results before and after the impact experiment

Levels	Dien Bien				Lai Chau				Son La				Total			
	Excellent score	Good score	Average score	Low score	Excellent score	Good score	Average score	Low score	Excellent score	Good score	Average score	Low score	Excellent score	Good score	Average score	Low score
Before E	4/41	13/41	18/41	6/41	2/34	11/34	16/34	5/34	7/46	20/46	17/46	2/46	13/121	44/121	51/121	**13/121**
After E	10/41	25/41	6/41	0/41	5/34	18/34	9/34	2/34	12/46	22/46	12/46	0/46	27/121	65/121	27/121	**2/121**
Collate (Before)	5/43	16/43	16/43	6/43	2/33	12/33	15/33	4/33	7/45	20/45	15/45	3/45	14/121	48/121	46/121	**13/121**
Collate (after)	**8/43**	**20/43**	**13/43**	**2/43**	**1/33**	**15/33**	**15/33**	**2/33**	**8/45**	**22/45**	**14/45**	**1/45**	**17/121**	**57/121**	**42/121**	**5/121**

The experimental results have clearly confirmed the effectiveness of applying the interactive pedagogy in teaching. Compared with the collating classes in all three areas, the number of good scores in the experimental classes after experimentation is always higher and even higher than the previous ones. The experimental classes selected in the same area also showed similar results.

6. Discussion

Interactive pedagogy is a new approach. Therefore, it is not easy for staff and primary teachers to understand it fully and completely in a short time. This explains why they are not fully and properly aware of the nature of interactive pedagogy. Moreover, the awareness of the importance of the relationship between the elements in the teaching process showed that teachers generally paid much attention to the content and teaching methods without having proper attention to other factors.

The above results clearly indicate the level of awareness of the management staff and primary teachers of the relationship between the elements in the teaching process. The disregard for the role of the environment in the teaching process affects the quality of education a lot. Because teaching is a process influenced by many factors, each of which has its own position, important role and relationship, assessing the importance of this factor or the others is relatively dependent on each stage and period of the teaching process. The problem is how teachers combine those factors in order to organize effective teaching activities.

Besides, through the actual exchange with officials and primary teachers about the advantages and disadvantages in using interactive pedagogy in elementary education, we found that the majority of teachers realized the advantages of interactive pedagogy in developing the capacity in active learning and the engagement in teamwork of students. However, when using this perspective, the participants had certain difficulties. There are the limitation on awareness and technical capacity, difficulties in organizing classes and establishing the relationships between family, school, and the society. These difficulties start from the psychological fears of change as well as the limited time in each class and the lack of the share of families in education. Students themselves when being asked about the interactive relationship with teachers and the environment stated that these interactions were very limited. They were lacking the share and care of teachers, families, and the society in their learning. This is the main reason that prevents the use of interactive pedagogy to teach at primary schools in Northern mountainous provinces of Vietnam in the current situation.

After analyzing the results of the impact experiments and empirical research, we have initially drawn some conclusions as follows:

- After a period of experimentation, the writing results of 4th grade students in the experimental class was much higher than the collating class and compared with itself.

- The choice of things to describe was diverse and different from before the experiment; it proves that students' experiences have improved and their communication environment has expanded.

- The number and frequency of using word classes at different levels as well as the use of euphemism in Describing Literature increased significantly. The

amount of students' work that was good increased compared with that of the collating classes as well as the experimental classes.

- The application of teaching organizational measures towards enhancing interoperability in Writing is affirmed to be initially feasible and has contributed to improving the quality of subject teaching.

In addition to analyzing and processing the quantitative results of the tests, in each assignment, we found that the vocabulary of experimental students had expanded, compared with the collating class students. To express an idea, students in experimental classes used many different words to avoid repetition; their work had creativity through customizing their vocabulary; and they described animals in different ways.

7. Conclusion

Interactive pedagogy is an approach to teaching activities, particularly emphasizing the relationships between three factors, which are learners, teachers, and the environment in pedagogical activities. The characteristics of the interactive pedagogy show that it is not a method which belongs to workmanship or related to methods or techniques, but it is an approach related to behavior, a philosophy which is set through each stage of the practice of teachers and learners. The process of teaching or teaching methods in interactive pedagogy is not the teaching process that we normally know, the process of the teaching methods and teaching techniques, while interactive pedagogy is not, but is the behavior of teachers to students. It is also the impact of teachers to help students learn through different teaching methods but still aims at helping learners operate their learning apparatus under the operation of their machine of learning. Thus, despite what methods, educators should help learners experience different crucial periods required in the operation of the nervous system to learn.

Owing to the advantages and the above aspects, it is obvious that the application of interactive pedagogy to teach at primary schools based on consistent criteria of cognitive psychological characteristics of primary students is appropriate in the current period. It is especially suitable for the spirit of the students in an academic environment that is 'safe and friendly'.

On the other hand, in fact, the management staff and primary teachers in the northern mountainous area of Vietnam did not really understand how to use interactive pedagogy in teaching. Their statements are sometimes emotional and vague. Hence, they have not evaluated accurately and been aware of learning about the capabilities and learning needs of their students. They also have not had measures to inspire students, to use teaching facilities to support the lessons, and to learn the psychology of students in their pedagogical activities.

The issue "teaching in perspective of interactive pedagogy" is new for primary teachers. There should be both theoretical training and skills for teachers if they want to apply this perspective in teaching. In fact, primary teachers have been more or less using some interactive pedagogical activities, but they have just concentrated in some familiar activities that are easy to apply. On the other hand, economic conditions and mechanical facilities of each region are different, which leads to the limitation to adoption. Therefore, training teachers to let them have a solid theoretical basis on this issue as well as supplying practical

measures will help them overcome obstacles and gradually access the interactive pedagogical perspective effectively.

8.Acknowledgements

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