



## *Classroom Interaction and Teacher Professional Development within the Educational Institution "A Socio-Educational Study"*

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### *Abstract ;*

*This study explores the role of classroom interaction as a fundamental pillar for enhancing the quality of the educational process and achieving the objectives of effective teaching. It highlights the significance of the teacher's sustainable development in shaping modern pedagogical practices that foster educational creativity and respond to contemporary demands. Furthermore, the study analyzes the mechanisms for transforming classroom management from a tool of traditional control into a vital means of stimulating active learning strategies among learners. The findings conclude that the integration of professional teacher empowerment and the creation of an interactive educational environment contributes to improving school performance and developing innovative achievement. This ensures the production of educational outcomes capable of facing challenges with efficiency and competence.*

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## 1. **Introduction**

In its essence, the educational process is an evolving social and pedagogical phenomenon that transcends traditional curricula for knowledge transfer to become an interactive process aimed at building an integrated human personality. In light of contemporary shifts, educational institutions are now required to adopt modern teaching models centered on classroom interaction as a primary channel for achieving educational quality. This interaction is not merely verbal communication between the teacher and students, but rather a complex dynamic influenced by the determinants of human behavior and the general climate of the classroom environment.

Hence, there is a growing need to understand the components of this environment and its role in promoting active learning, which grants the learner a pivotal role in constructing their knowledge and developing self-skills. This necessitates a reconsideration and development of classroom management methods to become more flexible and responsive to modern requirements.

On the other hand, the teacher's role emerges as a critical element in the success of this system. It is no longer sufficient to rely on initial qualification; rather, sustainable professional development has become an inevitable necessity for

elevating creative performance paths. Empowering teachers with effective teaching strategies will directly contribute to supporting educational reform efforts and enhancing the quality of outcomes.

When a pedagogically qualified teacher meets a stimulating classroom environment, what is known as educational creativity is generated, which is the primary driver of creative achievement among learners. The integration between developing teacher performance and activating interaction mechanisms within the classroom is what ensures the transformation of the educational institution into an innovative environment capable of facing challenges with effectiveness and creativity.

## **Study Problem**

The problem of the study is crystallized in the fundamental question: "How do classroom interaction and the professional empowerment of the teacher contribute to establishing the pillars of educational creativity and developing the quality of performance within the educational institution?"

**Study Methodology:** The descriptive-analytical approach was adopted, as it is the most appropriate method for the nature of educational and social phenomena. This approach involves monitoring the reality of classroom interaction and analyzing this data to interpret the relationship between it

and levels of educational creativity, allowing for the extraction of scientific insights that contribute to developing the quality of the school system.

### Hypotheses:

- 1.First Hypothesis: There is a clear reciprocal relationship between the adopted pattern of classroom interaction and the level of motivation toward creativity among students.
- 2.Second Hypothesis: The classroom environment and the educational medium directly affect the effectiveness of active learning strategies and the applications of effective teaching.
- 3.Third Hypothesis: The level of professional development and continuous practices of the teacher contributes to enhancing their ability to adopt modern classroom management methods that support creative thinking.
- 4.Fourth Hypothesis: The integration between effective educational interaction and the professional empowerment of the teacher leads to elevating the quality of educational outcomes and achieving high rates of creative achievement.

### Objectives of the Article:

1. Grounding the concept: Clarifying the educational essence of interaction within the classroom and explaining its dimensions as a fundamental pillar for the success of the effective teaching process.

2. Analyzing the components of the learning environment: Revealing the role of the educational medium and classroom environment in stimulating active learning characteristics and guiding the human behavior of learners.

3.Highlighting the importance of professional development: Shedding light on the relationship between the continuous development of teacher skills and their ability to adopt creative performance paths that keep pace with educational reform.

4.Developing classroom management strategies: Providing a vision on how to transform classroom management from a mere tool of control into a vital means that supports creativity.

5.Monitoring the impact of interaction on school system quality: Inferring the mechanisms through which educational interaction between the teacher and the learner contributes to increasing the efficiency of the educational system as a whole.

### Section One: The Essence of Classroom Interaction and the Foundations of the Educational Environment

Classroom interaction is a fundamental element of the educational process, as it reflects the nature of the pedagogical and social relationships that emerge within the classroom. This interaction is defined by communication patterns between the teacher and learners, the organization of

classroom activities, and the clarity of roles and responsibilities within the educational space. Furthermore, its effectiveness is linked to the availability of a supportive learning environment based on mutual respect, motivation, and the employment of appropriate pedagogical tools. These components contribute to creating favorable conditions for learning, enhancing positive participation, and achieving the desired educational objectives.

### **First Requirement: The Concept of Classroom Interaction in Light of Effective Teaching**

In the context of effective teaching, classroom interaction is viewed as an organized educational process based on an active exchange between the teacher and learners within the classroom. This interaction is not limited to verbal communication alone; it encompasses various forms of classroom participation that contribute to activating learning and achieving understanding. Effective teaching relies on creating stimulating educational situations that encourage learners to interact positively and engage in instructional activities.

### **First Branch:**

It is an interactive human process between the teacher and their students, or among the students themselves, occurring within the social and emotional climate of the classroom. This is based on the assumption

that this climate influences the final outcomes of the educational system—as well as the teacher’s attitudes toward their students and the students’ attitudes toward the teacher.<sup>1</sup>

It is also a method of teaching students in a way that allows them to participate actively in classroom activities. This participation moves them beyond the role of a passive listener who primarily takes notes to an individual who takes the initiative in various activities alongside their peers during the teaching-learning process. In this context, the teacher’s role is to lecture less and guide students toward discovering educational materials that lead to a deeper understanding of the school curriculum. Active learning activities include a variety of techniques or teaching methods, such as:

- Utilizing small group discussions.
- Open-ended teaching methods.
- Conducting diverse research projects.
- Engaging in various role-playing activities.
- Posing multi-level questions, particularly probing ones.

The primary and fundamental goal of all these activities is to encourage students to teach themselves under the supervision of their teacher.<sup>2</sup>

**Effective Teaching:** Effective teaching is considered one of the modern trends in

education. Briefly defined, it is the type of teaching through which the teacher seeks to make the learning process meaningful for students, ensuring that information is retained for the longest possible period. Through this, students acquire...

skills necessary for work and life. Furthermore, effective teaching fosters positive attitudes and inclinations toward the learning process. Naturally, effective teaching requires an effective teacher who possesses specific characteristics that manifest during their instructional practice.<sup>3</sup>

the key qualities of a teacher for effective teaching

- Student-Centeredness: This means the teacher plans and implements lessons focused on the student rather than themselves.

- Professionalism: This implies that the teacher treats teaching as a profession and a calling, rather than just a job to receive a salary at the end of the month.

- Subject Matter Knowledge: This means the teacher possesses deep and comprehensive knowledge of the material they teach.

- Knowledge and Information Transfer: This refers to the teacher's possession of skills that enable them to convey knowledge to students effectively, using

active teaching strategies and modern educational culture.

- Ethics: This entails embodying the ethics of the teaching profession, reflecting these values during their practice both inside and outside the classroom.

- Guidance and Classroom Management: This means the teacher has the ability to provide a suitable and encouraging classroom environment for learning, as well as the skills to manage and organize the class effectively.<sup>4</sup>

Second Requirement: The Classroom Environment as a Starting Point for Enhancing Active Learning Characteristics

The classroom environment is an organized framework in which a group of physical and human elements intersect, influencing the progression of the educational process. The level of interaction between the teacher and learners is determined by the organization of this framework, the nature of prevailing relationships, and the teaching methods employed. Additionally, the distribution of classroom space, behavioral discipline (rules), and the utilization of educational tools affect the guidance of learners' behavior and support their participation within the class.

Second Branch: The Physical Environment (The Classroom)

The classroom contains many components, including student desks, the teacher's desk,

tables, and activity centers. There are five fundamental principles a teacher should follow when making decisions regarding classroom organization:

1. Arrange the classroom in a manner consistent with educational goals and activities.

2. Ensure high-traffic areas are easily accessible (e.g., areas around the wastebasket, and the path to the door).

3. Ensure visibility: You must be able to see all students in the class at all times.

4. Ensure student sightlines: Students must be able to clearly see presentations and demonstrations.

5. Accessibility: Place frequently used educational materials and student supplies in easily accessible locations. Any defect in these factors leads to confusion and disruption.

**B- Walls and Display Boards:** Walls and display boards provide space to showcase student work and post announcements related to the educational process. However, do not over-decorate the classroom; walls filled with excessive details may distract students and make the room appear cramped when all students are seated.<sup>5</sup>

**The Teacher's Desk:** Place your desk in a functional location that serves its intended purpose. Sit facing the students, ensuring you can observe them while seated. Student

desks should not be positioned too close to your desk, preventing those who come to consult you or work with you from distracting the rest of the class.

- **Adjusting Classroom Lighting:** It should neither be excessively bright nor too dim, as both can cause eye strain.

- **Adjusting Classroom Temperature:** Maintain a temperature suitable for students to remain in a state of constant intellectual and physical activity.

- **Controlling Classroom Ventilation:** Ensure the renewal of oxygen within the room.

- **Maintaining General Cleanliness:** Keep both the floors and walls clean.<sup>6</sup>

**The Human Environment:**

- **The Student:** The student is the core of the educational process and the primary axis around which all elements of teaching and learning revolve. The child is not merely an empty vessel to be filled as we wish, but rather a flame to be ignited; this remains the ancient and ongoing challenge facing the teacher.<sup>7</sup>

- **The Teacher:** The teacher is the most important pillar of the educational process and the most vital foundation for its success. Contemporary studies show that teacher effectiveness is the most prominent factor in a student's success at school. Students who learn under an exceptional teacher for three consecutive years

significantly outperform peers who do not have this advantage.<sup>8</sup>

### **A- Characteristics of Active Learning:**

1.Emphasis on Student Responsibility and Initiative: Focus on the student's role in acquiring learning and various skills. A student's initiative in managing their own learning process allows them to undergo direct educational experiences that are difficult to forget. This enables them to discover information independently and, above all, acquire and practically apply a sense of responsibility.

2.Focus on Learning Strategies and Interaction: Paying attention to thinking, reflection on learning steps, and meta-cognitive skills. This requires students to engage in individual and group activities both inside and outside the school under the teacher's supervision and guidance.

3.Focus on Purposeful Activities and Projects: Emphasis on problem-solving tasks and assignments that lead to educational outcomes of real value.

4.Focus on Authentic Resources: Prioritizing correct and reliable educational materials and content, staying away from superficial or unreliable sources that do not lead to the intended objectives.<sup>9</sup>

### **B- Characteristics of the Active Learner:**

1.Consistency in Attendance: The active learner is regular in attending classes, events, and various activities. This

reinforces a sense of personal responsibility regarding the mastery of explanations, clarifications, or discussions held within the classroom.

2.Seizing Opportunities: The active learner attempts to capitalize on any available opportunity for activity, learning, or purposeful direct experience.

3.Effective Participation: The active learner participates effectively in classroom discussions by interpreting, commenting, following up, and presenting or summarizing ideas orally.

4.Self-Reliance: The active learner is one who takes responsibility for their own education, building new experiences upon their previous educational foundations.<sup>10</sup>

### **Section Two: The Reality of Effective Teaching and Active Learning Applications**

Effective teaching skills represent one of the fundamental pillars upon which the success of the educational process within the classroom is built. These skills are linked to the teacher's ability to plan, implement, and evaluate according to clear objectives. They integrate with classroom management strategies aimed at organizing the educational space and regulating behaviors to ensure stable interaction within the class.

First Requirement: Effective Teaching Skills

Effective teaching practice requires the teacher to possess a set of skills that enable them to manage the educational situation efficiently and achieve learning goals. These skills are related to the sound selection of pedagogical methods, diversifying presentation techniques, and considering the learners' diverse abilities. Furthermore, the ability to plan lessons well and provide continuous follow-up ensures content clarity and the smooth progression of learning.

#### First Branch: The Concept of Effective Teaching Strategies

Teaching strategies refer to the teacher's movements and actions within the classroom, occurring in a regular and sequential manner. These actions integrate and harmonize to achieve the lesson's objectives. For a teacher's strategy to be effective, they must master specific teaching skills, which include: (Vitality and activity, movement within the classroom, modulating voice pitch while speaking, using gestures, and transitioning between sensory focus centers).<sup>11</sup>

#### Foundations of Active Learning:

These principles consist of the following:

- Involving students in managing instructional time within the classroom.
- Respecting the student's abilities, desires, and inclinations as a fundamental human right.

- Student participation in defining various learning outcomes.

- Providing students the opportunity to evaluate themselves and their peers.

Allowing students to pose questions to the teacher or to one another.<sup>12</sup> A- The Importance of Instructional Planning

#### First: For the Teacher

1. It helps in defining the objectives that the teacher intends for the learners to achieve.

2. It guides the teacher in organizing activities, preventing haphazardness during implementation.

3. It assists the teacher in balancing time distribution, ensuring that essential components are not overlooked and that no single aspect dominates another.

4. It helps the teacher in selecting appropriate methods, tools, and activities.

5. It enables the teacher to utilize available time optimally.

#### Second: For the Learner

1. It helps the learner organize their study time and distribute it according to the priority given to objectives and content.

2. It increases the capacity for comprehension because the material is presented in an organized manner.

3. It enhances motivation for learning.

4. Learners develop positive attitudes toward the teacher, as an organized teacher leaves a favorable impression on their students.

5. The learner is influenced by the positive aspects of the hidden curriculum embodied by the teacher, thereby acquiring sound habits that aid them in life, such as organization, appreciating the value of time, and its optimal utilization.<sup>13</sup>

#### Second Requirement: Classroom Management Strategies

In classroom management, "strategy" refers to all the actions followed by the teacher to apply rules, regulations, and instructions, and to regulate behavior in order to provide both the physical and psycho-social environments for learning. Furthermore, these strategies aim to create a safe educational space that enhances learners' motivation toward achievement, thereby ensuring the effective progression of the educational process.

#### Second Branch:

Among the modern strategies in classroom management, we mention:

A- Behavior Modification Strategy: This strategy is based on the principle that behavior which is reinforced will increase and recur. Desirable behavior is encouraged through praise (positive reinforcement). Conversely, incorrect behavior can be modified either by

ignoring it or through consequences (negative reinforcement). This approach stems from the view that maladaptive behavior is often a means through which the student seeks to attract the teacher's attention or gain encouragement from peers for such actions. B- Simple Intervention Strategy: This strategy involves a series of actions performed by the teacher to enforce classroom management and resolve certain behavioral issues. These actions include:

1. Non-verbal Cues or Signals: Such as the teacher signaling a student who has engaged in inappropriate behavior—for example, by placing a finger over the lips.

2. Smooth Transition to the Next Activity: Moving flexibly from one activity to another, which requires careful prior planning by the teacher.

3. Proximity to the Student: The teacher moves physically closer to the student, accompanied by a non-verbal signal, to stop the improper behavior without disrupting the lesson.

4. Group Attention-Grabbing Procedures: The teacher employs movements designed to capture the attention of all students in the class simultaneously.

5. Issuing a Command to Stop Inappropriate Behavior: Such as the teacher directing a stern, direct look at the student.

**C- Comprehensive Intervention Strategy:**  
In cases where the inappropriate behavior persists and the student does not respond to simple or moderate interventions, the teacher must follow a comprehensive intervention strategy, structured as follows:

**1. Individual Agreement with the Student:**  
The teacher attempts to establish an individual contract with the student after discussing the underlying problem causing the behavior, clarifying the consequences of continuing the behavior and the incentives provided if the behavior changes.

**2. Marking the Student's Name:** Clarifying to the student what this mark entails in terms of penalties, such as being barred from an exam or a deduction of marks.

**3. Problem-Solving Approach:** Using a verbal cue directing the student to stop the behavior; if the student does not comply, their seating location is changed.

The teacher may use these strategies in specific situations; however, they might not be suitable for others. Therefore, the teacher must anticipate individual behaviors and understand how to deal with them accordingly.<sup>14</sup>

## Chapter Two: Teacher Development and Creative Performance Pathways

### Section One: Strategies for Teacher Training and Sustainable Professional Development

Contemporary educational reality imposes an urgent necessity to develop educational preparation methods, as it is the primary guarantee for the quality of outcomes. The teacher's role has shifted from the narrow scope of indoctrination to the broad horizons of interactive management and the design of educational situations. This transition necessitates engagement in paths of permanent modernization to ensure that competence remains in a state of continuous renewal, in line with the successive transformations in the school environment. The alignment between systematic planning and the teacher's passion for self-growth constitutes the core engine for elevating the educational process.

#### First Requirement: The Essence and Patterns of Development within the Educational Institution

Enhancing teacher competence lies at the heart of the educational process. Professional development emerges as an organized process aimed at raising performance levels and permanently updating knowledge and skills. Within the educational institution, this path takes multiple forms ranging from direct training to self-directed learning. These patterns ensure that the teacher responds effectively to developments in both the pedagogical field and their specific area of specialization.

## First Branch: The Concept of Professional Development

The concept of development does not merely aim to provide the teacher with specific skills and knowledge; rather, it seeks to bring about a shift in the teacher's role, attitudes, and educational beliefs to achieve total quality in learning. It encompasses planned activities practiced inside or outside the school to develop skills and attitudes, aiming to evolve teachers' roles and performance, and consequently achieving comprehensive quality in the educational process within and beyond the classroom.<sup>15</sup>

### Patterns of Professional Development:

1. Job-embedded Professional Development: This is integrated into the individual's daily tasks, emphasizing the work experience itself to improve teaching skills during the daily practice of instruction and interaction with students.

2. Job-Related Professional Development: This occurs at specific intervals through specialized programs.

3. General Professional Development: Involves providing experiences aimed at developing general competencies for overall job performance.

4. Career/Credentialed Development: Involves providing training programs that enhance experiences helping teachers

obtain new qualifications to prepare them for a specific role in a new position.

5. Personal Development: Related to developing the teacher's personality in various general aspects, which may or may not be directly related to teaching.<sup>16</sup>

## Second Requirement: Training Strategies (Methods) and the Impact of Teacher Professional Development in Supporting Educational Reform

Modern training strategies and the teacher's professional tools form an inseparable duo in the path of comprehensive educational reform. Sustainable development grants the teacher the ability to transform these methods into effective classroom practices. Empowering the teacher to master diverse training methods ensures a genuine response to the desired requirements and changes, leading to an increased efficiency in the learning environment and activating the student's role as an active element.

Thus, the impact of professional development becomes tangible through the teacher's ability to adapt these methods to face educational challenges. This represents the true essence of any successful educational reform process aimed at elevating the level of the educational system as a whole.

## Second Branch: Training Methods

First: The Lecture Method (Recitation)  
This method involves the teacher

delivering information and knowledge to students across all aspects, providing facts and data that might be difficult to obtain through other means. It includes both the explanatory and descriptive approaches. This method relies on two pillars:

1. The teacher's extensive mastery of the scientific subject matter.
2. The teacher's skill in organizing the material in a simplified and sequential context.

Second: The Discussion Method This method relies on the teacher managing an oral dialogue during the training situation to reach new data or information. It is characterized by providing an active atmosphere (during the lesson) and allowing students to participate effectively in the learning process, as activity is distributed between the teacher and the students instead of being confined to the teacher alone.<sup>17</sup>

Third: The Storytelling Method This relies on presenting information and facts in a narrative form. It is one of the oldest methods used by humans to transmit information and lessons to children. It is considered an ideal method for teaching students, especially young children, as it helps capture their attention and provides them with a wealth of information and facts.<sup>18</sup>

The Impact of Teacher Development on the Educational Reform Process:

Teacher development is the core pillar that ensures the transformation of educational reform visions into a tangible reality. The development of professional performance represents the decisive factor in the success of change processes and the achievement of total quality within the educational system. Thus, teacher development is considered the center of school reform operations. Decision-makers, teachers, and administrators alike recognize the great importance that development programs add to school reform due to their contribution to enhancing the capacities, skills, and activities related to academic work.

Furthermore, it has a significant impact on teacher satisfaction and job security levels, as well as high quality rates in students' academic comprehension. This is a direct result of developing the teacher's instructional abilities and skills, which is subsequently reflected in the general level of students within the classroom.<sup>19</sup>

## Section Two: Educational Creativity and the Interaction between Teacher and Learner

Educational creativity is the primary driver for developing the educational system, as it transcends traditional models to establish a dynamic environment based on innovation and the generation of original ideas. This creativity cannot be achieved in isolation from a vital and effective interaction between the teacher and the learner, as it serves as the channel through which mental

capacities are stimulated and higher-order thinking skills are provoked. This integration primarily aims to shift the student from the role of a passive recipient to an active participant who contributes to the construction of knowledge and the development of creative achievement.

#### First Requirement: Pillars and Concepts of Creative Education

Modern educational systems rely on solid foundations to support creativity, aiming essentially to develop student skills and expand their cognitive capabilities. Grasping these pillars begins with defining the basic concepts that link talent with the ability to learn through unconventional methods. This approach seeks to provide a stimulating learning environment that helps extract the latent energy of learners and transform it into tangible results in their academic level.

#### First Branch:

- Concept of Creativity: It is a complex and purposeful mental activity, driven by a strong desire to search for solutions or reach original outcomes that were not previously known .<sup>20</sup>

- Creative Achievement: It is the reshaping of knowledge and skills acquired by the learner from the content into new forms and formulas characterized by fluency, flexibility, and originality. It is expressed by the total scores obtained in an

achievement test prepared for this purpose.<sup>21</sup>

#### Characteristics of Creative Learning:

The fundamental characteristics of the required learning process are:

- 1.Creative Learning is learning that responds to the student's specific patterns of change, which are linked to developmental mental characteristics.

- 2.Creative Learning is meaningful to the learner, implying its connection to the learner's real needs.

- 3.Creative Learning is experience-based; the closer the experience is to reality, the more effective and enduring the learning becomes.

- 4.Creative Learning is applicable in life, which enhances its effectiveness.

- 5.Creative Learning is tailored to the potential, abilities, and personal attitudes of each individual.

- 6.Creative Learning involves information, skills, and attitudes that are sustainable and long-lasting.

- 7.Creative Learning is based on life-oriented work and helps the student develop and adopt productive work skills and authentic social values.

- 8.Creative Learning develops cooperative relationships among students and fosters the spirit of teamwork.

9. Creative Learning is integrated learning aimed at achieving holistic development.<sup>22</sup>

### Second Requirement: Mechanisms of Educational Interaction and the Role of the Teacher in the Quality of the School System

Educational interaction represents the fundamental engine for the success of any school system, as its importance emerges in building effective and continuous bridges of communication between the teacher and their students. This success depends heavily on the pivotal role played by the teacher as a leader and guide, through which they seek to improve the quality of education and develop classroom practices.

#### **Second Branch:**

**Educational Interaction:** Educational interaction is defined as a mutual and continuous series of communications between two or more human beings. The educational relationship is a normative pattern of behavior that achieves educational communication between students, teachers, curricula, administration, standards, and values as constituent factors of the school system.<sup>23</sup>

**The Teacher's Role in Developing Creative Achievement:** It is beneficial for the teacher to use effective strategies for classroom management, but it is difficult for these strategies to be comprehensive enough to contain every behavioral situation that may arise from every learner

within the classroom, due to the variance and diversity of instructional situations.

The creative teacher possesses traits and characteristics that distinguish them from others; they own appropriate and effective teaching tools that capture the learners' imagination and challenge their minds through intellectual formations and emotional and behavioral movements.

Furthermore, the teacher can grant learners the freedom to reach solutions, allow them to experiment with the concepts they propose, and encourage the development of their own methods for research and divergent creative thinking. The creative teacher also diversifies and increases the educational tasks assigned to students to provide more flexibility, and offers more scientific activities so that the student can apply and test knowledge.<sup>24</sup>

#### **Effectiveness of the School System:**

1. The degree of democracy available and established between teachers, students, administration, and other aspects of the system.
2. The extent of harmony and synergy achieved between the various aspects and components of the school system.
3. The degree of flexibility that characterizes the existing educational relationship, whether within the system (between teachers, administrators, and

students) or between the school and the students' social environment.<sup>25</sup>

### Conclusion:

At the conclusion of this socio-educational study, we conclude that classroom interaction is not merely a passing organizational procedure, but rather the fundamental axis around which the effectiveness of the educational system revolves. We discern here that the quality of the school system is closely linked to the teacher's ability to transform the classroom into a dynamic space characterized by flexibility and innovation.

The results reached by the study confirm that:

- The sustainable professional development of the teacher is the primary driver for developing creative performance.
- The teacher who possesses effective teaching tools is the one capable of stimulating learners' motivation and guiding their behavior toward achieving high-quality educational outcomes.
- A stimulating classroom environment contributes directly to enhancing the characteristics of active learning, leading to a reduction in the gap between traditional practices and the requirements of the desired educational reform.
- The educational institution becomes a fertile environment for cognitive and social growth thanks to these practices.

### Proposals and Recommendations:

Based on the aforementioned results, the study presents a set of proposals and recommendations aimed at improving school performance:

First: Intensifying efforts in the field of qualitative training for teachers, focusing on modern classroom management strategies that balance discipline with freedom of thought.

Second: The study recommends the necessity of redesigning educational environments to become an interactive model that supports teamwork and meets the social and educational needs of learners.

Third: Adopting precise standards for evaluating the quality of educational interaction within institutions, and ensuring the continuity of professional development programs in line with global developments.

Fourth: Elevating educational creativity requires concerted efforts between school administration and the teacher to provide an educational atmosphere dominated by cooperation and mutual trust.

The application of these proposals is capable of transforming the educational institution from its stereotypical role.

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