

TEACHER-STUDENT INTERACTION DURING LEARNING IN THE ACADEMIC UNIT OF DENTISTRY OF THE UNIVERSIDAD AUTÓNOMA DE ZACATECAS

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Abstract: In education there are good or bad, correct or incorrect situations and learning, a product of the process of social interaction that occurs through the teaching-learning process, the reality is that in that intersubjective relationship that we can find in any classroom of the Unit Academic of Dentistry at the ``Universidad Autónoma de Zacatecas``, the rituals that both the teacher and the student manifest, in the case of the teacher, are consciously or unconsciously preconfigured; In the case of the student, they can be a consequence and response to the situation in which they find themselves at class time, improvising or as a thought-out and structured response to a direct question asked by the teacher. In both actors, these behaviors and attitudes form the student. At the end of the day, it starts from the model or stereotype that each one of them has built over time to demonstrate pedagogical authority, wisdom, autonomy, affection, interest, motivation or even indifference, annoyance or rejection.

Keywords: interaction, learning, knowledge, model.

INTRODUCTION

The educational event is a series of situations where the social interaction that occurs between the teacher and the student plays a fundamental role in both teaching and learning. The pedagogical action that arises within any classroom of the Academic Unit of Dentistry of the `` Universidad Autónoma de Zacatecas `` (UAO/UAZ) implies a necessarily interpersonal activity where each of the participating actors manages a very particular cultural perspective. that permeates the interpretations that each of them gives to the information that is being taught-shared and that in one way or another ultimately becomes knowledge and knowledge. We recognize the importance of this dialogic and interactive relationship for the student's

good learning and that this must occur on critical and historical bases, in addition to being established in a favorable social, school, academic and even political environment and context in order to obtain a good result.

It is important that we make clear how we understand the difference between knowledge and knowledge. The generation of knowledge involves several dimensions such as experience, perception and significant contact with something, on the other hand, knowledge implies the result in a certain form of knowledge, which can be empirical or scientific, knowledge is taking it for granted. things, knowledge implies asking and even questioning. In other words, know is a verb that is used to define what is known, and in its technical aspect, it refers to the cognitive, procedural and even axiological skills that one has and that generally cannot be explained argumentatively, on the other hand, knowledge It entails the ability to comprehend, understand and explain with clear words, knowledge is doxa and knowledge is episteme (Zuluaga Duque, J. F., 2017).

On the other hand, and according to Paulo Freire, the educational process must be based on an educational and formative interaction where the one who teaches learns from the one who learns and in turn the one who learns teaches the one who teaches in a dialectical way, who unite in a communicative dialogue to create, transform and release. This situation, Freire himself recognized that it cannot always be like this, since the weight and presence of traditional banking-type education (as the same author refers to it) is still very great and deep-rooted, in which knowledge and knowledge have a only direction from the one who knows towards those who do not know or the ignorant; Therefore, when the teacher finds this situation where the student has a passive behavior and attitude, he must be competent to communicate with him

under a problematizing context, converting the educational fact into a political process because with the interaction that occurs in a dialogue communicative, both the teacher and the student become aware of their role and why and why they are in that classroom.

COMMUNICATION AND PEDAGOGICAL INTERACTION

Returning to the situation of pedagogical interaction at the UAO/UAZ, we will say that it is the action that leads students in disciplinary training to confront the ideas raised and configured individually that are generated through teacher-student dialogue, a context that allows us to put in communication (shared information) particular knowledge and knowledge that configures the dental field from different spheres such as social, academic, family, religious, political and others, which in interconnection make it possible to appropriate knowledge for the construction of the school, academic, disciplinary fabric And social.

In the classroom of this academic unit, it is known that the interpretations that the student makes of what the teacher says are a mediating element of primary importance that passively or actively determines the educational influence that the teacher exerts on the students, as well as what he represents axiologically, disciplinarily and culturally for the students. The interactions that occur within the educational act are a consequence of a characteristic ritual on the part of both (teacher and students), which involves gestures, words, actions and the use of objects, which follow an established sequence, all guided by a symbolic value. and that are reproduced as part of previous satisfactory experiences and in accordance with the role or figure of each of the participants; Most of the time these rituals are already pre-constructed or previously thought about from past experiences, since

they are formulated and characterized by a logic and a particular oral and behavioral language of each one during the pedagogical process, so it is important to consider them. as relevant material as it is part of the elements that make up educational reality and for the meaning they give to the activities carried out (Cros, A., 2002).

For this reason, the purpose of this work is to describe, from a simple ethnographic vision permeated by the customs, practices, beliefs, places, spaces and ways of life of societies, contexts that determine the importance of school situations to understand why and why the actions of the teacher and the students and how these actions influence the perception and interpretation of teaching and learning and consequently the generation of knowledge and knowledge.

Visualizing what happens on a daily basis in a room in one of these classrooms, it is recognized that dialogue and communication are one of the fundamental axes of school and academic life in the context of the classroom, this relationship is mainly regulated by the continuous oral interaction of teachers and students, who this way build different ways of transmitting and appropriating knowledge and learning. The meaning and way in which orality is used mainly by the teacher during school activity accentuates, transforms, clarifies or clouds for the student the meaning of the content that is being taught.

The approach to the interpretation and understanding of the everyday language that is used in the classroom on occasions and especially at the beginning of a new school year, is not a simple task for the student because he is faced with two representations of the content that is taught, the language written in the books consulted by the teacher (the previous reading) and the oral language expressed by the same where on many occasions they present divergences, is where

from these two contexts or situations the student constructs his own interpretations. On the other hand, in classroom sessions there may also be a relative distance between what the student reads in the written text (when he performs a prior reading out of conviction or obligation), which he reads as an apparently uniform and stable reference, and the oral representations of the text. content expressed by those who participate in the dialogue and communicative interaction during classes that many times are or turn out to be ambiguous and confusing due to what was previously read and interpreted, generating confusion that, instead of favoring learning, complicates it (Ruiz Carrillo, E., et al, 2019).

Sometimes, both teachers and students literally reproduce parts of the written text in their speech, although in the majority of their interventions they are versions or recreations of the text, which show each person's pre-conceptualizations, interpretations based on the readings. previous. Teachers, through oral or written presentation (commonly called class) and the questioning they ask the students, select, complement and rearrange the contents of the text consulted as a guide for their class, hoping to find in the students the necessary basic background that will allow the new to be linked with the old.

These measurements and message in the teacher's discourse not only provide an alternative representation of the contents (which is not always the closest to the truth), at the same time, they consciously or unconsciously point out the various ways that I use to relate and meaningfully understand the written language that is read or was read, denoting different ways of interpreting and selectively understanding the text, the complicated thing about this is that each student is generally left free so that he in turn can make the interpretations and meanings that in his turn. understand and based on

their cultural capital they can make.

The dynamics of the teacher's dialogue and interrogation that are used allow us to peek and understand at certain moments the ways in which the students receive this discourse. In school, as part of the rituals, certain characteristic patterns of questioning and response are usually given. For example, the teacher frequently gives clues that guide the verbal participation of the students. By capturing, locating and attending to these clues, the students tend to follow the logic of the interaction in such a way that it is relatively easy for them to produce the responses requested and expected by the teacher (Artavia Granados, J.M. 2005).

It is sometimes noticeable that in their answers students sometimes take up phrases from the teacher's immediate or mediated discourse or explain terms that are implicit or suggested in the questions. However, in classes there are also moments of rupture in these guidelines that can indicate processes of interpretation of the contents that, on the one hand, are typical of the most independent, autonomous or more advanced students and, on the other hand, of students who have not understood, are distracted or cognitively absent.

On other occasions, the interpretation of the text that the teacher offers does not always determine or help the students' own interpretations due to the complexity, unclear or too abstract of the language used, a situation that conditions or limits the student to manifest and express themselves before three situations, the lack of understanding, the pressure of peer gaze and the blocking need to express oneself correctly in that public space dominated by the legitimacy of the teacher. In the private and interior sphere of students who do not participate or interact with the teacher or their classmates, it is natural and constant, although difficult to capture, the

presence of their own interpretations, which if there are any, which can only be perceived when they enter the sphere. public and be recognized or endorsed by the teacher, who with this indication thus marks its relevance and certainty, a situation that gives confidence to the student and involves him more actively in the interaction that occurs in each class; On the other hand, when oral participation is pointed out as wrong by the teacher, it arouses passivity, isolation and even resistance in the student to participate for fear of being pointed out (Villalta, M. A., 2009).

The students also express a certain autonomy in their silences and the verbal and non-verbal denials that they oppose to the teacher's proposals and explanations, particularly evident at certain moments in class, which makes the teacher see the need to have to use other pedagogical and didactic tools to impose their authority and maintain control of the class. Of course, the dynamics that occur in this situation vary greatly from one teacher to another, even between different classes of the same teacher; The power struggle is also implicit in class interaction; the meanings constructed at each moment by the student in relation to the teacher are particularly important, as well as the formal aspects, notions and conceptions that are objectified through oral discourse. with the discursive resources that each subject brings into play to establish the quantity and quality of the knowledge he or she possesses, because the more cultural background, knowledge and knowledge the teacher has, the greater his or her academic and pedagogical authority will be before the students (Rockwell, E., 1995).

TEACHER MEDIATION

The forms and manners that teachers use during their pedagogical work are many and varied, even the same teacher can use different styles with different groups even

when they are the same content, which is why it is quite difficult to classify this diversity, therefore which is not the intention to show the teaching styles since that would require more information about each teacher, even when other variables are not considered, which is the frequent mixture of one's own practices with those of other colleagues. Making this description would lead to a more extensive work, which may possibly be left for another time. Nor is it the intention to evaluate the quality of the work of teachers in general or of some in particular since this task is also practically impossible to do, the only intention in this work is to show in general the ritual aspect of the interpretive interaction that serves as a mediation between the written text, the teacher's interpretation when preparing and presenting his pedagogical speech at class time and what the students understand, interpret and mean. This situation, which is often a contrast, refers to the simple and reduced conception of the relationship between the written text and oral expression, which, although they coexist, reflect a certain discontinuity in colloquial, academic and school social uses inside and outside of school.

In classroom activities, questioning offers moments that reveal something about the conditions of reception of the teacher's oral discourse by the students. As in most classes, the interaction between teachers and students is usually asymmetrical, since it is normally the teacher who initiates it; The questions that teachers ask are usually of a special type, which has to do with the functions of interrogation in non-school conversations. They are frequently questions based on the set of statements, assumptions, methods, beliefs or practices that, without following a recognized and validated scientific method, are falsely presented as scientific or based on evidence, under the assumption of having the

textual support of what is written in the text; Although not all the questions that are asked by the teacher are like this, there are also those that are formulated with logic and academic support, which for their understanding by the student will have to have prior knowledge and knowledge in order to understand the message or information. Unfortunately there is another type of student, who, because he does not have any background of knowledge and prior knowledge, does not understand anything or practically nothing of what is being taught (Serafini, R., 2014).

Classes planned for a broad mastery of the topic or simply of interest to the teacher offer the advantage of having a contrastable structure that allows some characteristics to be kept constant, such as giving extensive explanations and expanding on the content and depth of the topic presented, while those that do not are of interest to the teacher, the explanations are short, superficial and generally he does not accept questions nor does he interact with the student in a dialogue that communicates information about it. In both cases the questions (when there are any) are similar in several dimensions, show the use of the same teaching techniques and sequences used by the teacher and reproduced by the student (slide reading and questioning) and are close to a model of teaching that is considered traditional, this similarity allows us to focus attention on the dimensions that distinguish the practice of each teacher, the way in which they try to build a shared interpretation of the text in interaction with students.

The most common class is the traditional one, it is generally organized ritually in three moments symbolically indicated by the teacher, it begins with a preamble, followed by the reading of the presentation on slides that is most often performed by the students and throughout the entire class. class and

interspersed between slide and slide the teacher interrogates in the form of questions; Finally, with some words, gestures and signs he unconsciously indicates that the students take notes in their notebooks, which are often loose notes and do not entail continuity between what he is writing.

In class, teaching mediation includes the anticipation and expansion of the content of the text, when the teacher decides or at a certain moment he determines how far he explains, thereby limiting or delimiting how far the student must know and learn this way he begins the suspension of the previous activity and asks for attention with a question: did you understand? (a question that implicitly and veiledly implies a “don’t ask”.

When the teacher asks questions, as already said, he generally reproduces phrases from the lesson verbatim, an aspect that he uses as a tool to have a gripping preamble. By doing so, the teacher will have a textual context that will allow him to expand orally the content presented; He intersperses references to other topics, reformulates certain questions to obtain certain answers and at times cites some bibliographies. The teacher’s interventions tend to relocate the student within the framework of the preamble. For example, when discussing the question referred to, the teacher introduces a one-person interpretation. of the meaning of the information that is being presented.

The teacher’s oral formulations not only particularly frame the text content of the presented slide, they also situate the students with respect to the text; The teacher creates distinctions and identities, he points out in reference to the immediate context to which the text refers. In this situation, the analysis allows us to rethink the relationship between the interpretations of the text and the forms of teacher intervention in class interaction. Rosana Serafino (2014) has stated that many

times the possession of communicative competencies that require interaction in the classroom, that allow the separation between form and content leads to the manifestation of appropriate behaviors of the teacher or student and many times stereotyped or inappropriate in class.

Inappropriate behaviors can be attributed to a lack of communicative competence where not only does one not know how to formulate and express certain content orally and correctly, it can also be due to a lack of interest in what is being taught. At certain moments in the class it would seem that form and content have to be separated and attention only to the form in order to respond appropriately to a question posed by the teacher or the student, however, in the case of the students the attempts What they do to understand the content of the class and, above all, to relate it to what they already know, can lead to answers that are not accepted or even to silence or inappropriate behavior. These discontinuities in the interaction thus show moments in which the teacher and students differ in their interpretation of the text.

CONTRASTS IN THE CLASSROOM

The contrasts of structure formal in the reading of a text on a slide suggest on several occasions two situations of mediation between teacher and student in the reading of the presented text. Firstly we will say that reading is a social and oral act of the student in front of the group, secondly we will say that the rest of the students read individually and in silence.

In the first moment, the teacher reinterprets the text in silence along with the reading that the student is doing within the previous interpretation that he already had of the same text, sometimes during the oral reading he makes precisions and punctuations

that allow the rest of the group to guide the interpretation of each of the slides presented with the intention that everyone reaches a more homogeneous interpretation, in the case of individual and silent reading by the rest of the students, the orientations, precisions and scores that the The teacher works as a scaffolding that allows them to anchor the new information with what they already have and this way increase the possibilities of greater significance.

This situation of individual and silent reading offers the student a greater learning advantage, since he is free from the pressure of approval of the reading done correctly or of the pointing out of a bad reading, both by the teacher and the rest. of the students. In the first situation, the student's reading medication is basically conceptual based on an association between the words he is reading and the knowledge of their meaning; Unfortunately, this situation of silent reading does not contribute to even richer and more significant learning, knowledge and knowledge because it lacks communicative and dialectical interaction.

REFLECTION OF THE PROCESS OF COMMUNICATIVE INTERACTION IN THE UAO/UAZ

The daily interaction that occurs at the UAO/UAZ, mainly in the classrooms in relation to learning, can be explained and understood from different constructivist or behavioral theoretical approaches, from the explanation of Jerome Bruner who determines it as an intersubjective interaction that provides the conditions (scaffolding) to obtain meaningful learning, passing through the position of Lev Vygotsky who conditions the entire educational process (teaching-learning) to social interaction permeated by the cultural and social background of the actors of the educational event; from

Paulo Freire who frames it in a liberating function based on shared learning through the interactive relationship generated by dialectical communication, to the position of Burrhus Frederic Skinner who points out that from passive interaction situations predesigned or planned with the components main stimulus response learning can occur, in addition to them there are other theorists who also address learning from the perspective of interaction (Ledesma Ayora, M.A. 2015).

It is important again to point out that the main core of the interpretation and meaning of the texts and the communicative dialogue between the teacher and the student within a classroom is based on the interaction that occurs between both, in this situation per se established a framework full of situations and meanings that at the same time serve as scaffolding for both the teacher and the student for the construction of new knowledge and knowledge. Elements that permeate this interaction, in addition to the aforementioned paragraphs above, are the taste for school, the vocation for the dental discipline and the identity of feeling like a university student, situations that lead them to apply themselves even more in classes and to interact more actively in that indicated interaction. The link that occurs in this relationship also has more elements in addition to those mentioned, the culture of each of the actors, their historical-social development inside and outside the school that is manifested in those models and roles that tend to reproduce them.

These situations can trigger susceptibility and conflicts when it comes to interaction and interpretations of what is presented. Aspects external to them, such as the school or institution itself and the expectations it has regarding the student's professional training, the role and function expected of the teacher, can also determine the success or failure of communication, even if there is interaction in

the educational process.

It is clear that the variables, elements, contexts and situations proposed that can be presented at the time of interaction and the interpretation and significance of the information that is being presented by the teacher to be converted into knowledge and knowledge by the student are not That's all, describing and addressing everything would imply a broader work with a more holistic and profound approach, we will leave this situation for another work, since the intention of this one is of an exploratory and descriptive nature, with the purpose of establishing a vein that will be followed subsequently.

CONCLUSIONS

It is clear that students new to the UAO/ UAZ, as well as those from other semesters when they start the school year, will always have difficulties in engaging in a good teacher-student interaction, therefore, at the beginning there will always be conflict and trouble to understand, meaning and increasing the knowledge and knowledge that they already have with the new thing they have to learn, this situation becomes clearer and easier as they decipher the ritual that their new or old teacher applies, to that

exact extent it will give its participation in communication in a more active or passive way. In this progressive continuity, to get involved in communication, the student needs to have a colloquial, technical and, above all, disciplinary vocabulary that allows him to unravel the information presented by the teacher textually or orally, this situation that can be called a complex and complicated game. generates tension in the student by not being able to decipher and understand what the teacher is saying in his interactive dialogue with the students, tension that can become very strong and break the student's will if he is not able from the first moments to decipher the messages and symbolisms handled by the teacher.

On the other hand, the lack of uniformity in the progress of learning in the students that the teacher feels can produce uncertainty and anguish in him due to what other teaching colleagues and school authorities might think of him. Despite the uncertainty generated by the results obtained regarding learning in that interaction where the teacher is the manager and conductor of it, the interaction with the students also becomes a source of satisfaction for teachers, and something that gives meaning. and it becomes the reason for their work.

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