
THE SIGNIFICANCE OF TRANSITIONING FROM MONOLOGICAL TEACHING TO INTERACTIVE TEACHING

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ABSTRACT

The paradigm shift from monological, one-way teaching to interactive teaching plays a decisive role in enhancing educational quality and fostering learners' comprehensive competencies. This paper provides a profound analysis of the theoretical and pedagogical significance of this core methodological innovation. By reviewing modern educational theories and empirical research outcomes within training institutions, the author elucidates the essence of multi-dimensional interactive relationships between instructors and learners. The findings demonstrate that interactive teaching not only stimulates cognitive activeness, critical thinking, and practical problem-solving capacities, but also transforms the training process into a self-training mechanism. This represents the ultimate key to shifting from content-driven education to a competency-based implementation approach.

KEYWORDS: Monological teaching; Interactive teaching; Methodological innovation; Competency development; Cognitive activation.

1. INTRODUCTION

In the context of globalization and the robust proliferation of the knowledge economy, the Vietnamese educational system is facing an urgent imperative for fundamental and comprehensive renovation. One of the core linchpins of this process involves a radical transition from the monological delivery of knowledge to an interactive teaching model. The traditional method, characterized by teacher-centered lecture-driven monologues, exhibits severe limitations, as it produces passive learners who lack practical capacities and creative thinking. This inertia in the cognitive mindsets of both instructors and learners constitutes a

formidable barrier to the strategic goal of developing a high-quality human resource base to serve society.

Modern pedagogical theory affirms that knowledge is not a static entity to be transferred intact from instructors to students; rather, it is the product of an active construction process mediated through interactive activities. Transitioning to interactive teaching transforms the classroom into a multi-directional communicative environment where learners' latent potentials are awakened, theoretical concepts are validated through practice, and core skills—such as teamwork, critical thinking, and decision-making—are cultivated. For disciplines characterized by high abstraction and theoretical density, interactive methodologies demonstrate superior value in eliminating pedagogical dryness, thereby assisting learners in internalizing scientific knowledge into profound convictions and practical action capabilities. Consequently, this study was conducted to provide a rigorous justification for the significance of this strategic transition, thereby proposing a systemic framework of solutions for its effective application in contemporary educational practice.

2. MATERIALS AND METHODS

2.1. Systemic Approach and Research Philosophy

This study was constructed upon the methodological foundations of systemic-structural and logical-historical approaches to examine the methodology of instructional innovation as a continuously evolving entity. We approached the problem through the lens of modern educational philosophy, particularly the social constructivism of L.S. Vygotsky, which emphasizes the paramount importance of the "zone of proximal development" and the role of social interaction in shaping cognitive architecture and developing human competencies. The transition from monological to interactive teaching is not merely a mechanical modification of classroom techniques; rather, it represents a comprehensive restructuring of all components within the pedagogical process: from objectives and curricular content to the operational modalities of instructors and learners, as well as educational assessment tools.

The study positioned the instructor as the designer, organizer, facilitator, and academic arbiter of cognitive activities, while the learner was regarded as the active agent mastering knowledge and developing operational capabilities within a competency-based framework. To achieve an objective and profound evaluation of this transition's significance, this research employed a dialectical mixed-methods design, combining qualitative research (to clarify the nature of interactive dynamics, classroom psychology, and cognitive barriers) with

quantitative research (to measure indices of cognitive activation, knowledge acquisition efficiency, and the degree of learners' skill development).

2.2. Research Subjects and Empirical Scope

The research subjects comprised the instructional processes of theoretical disciplines within training institutions, with a specific focus on the system of provincial political schools in the Mekong Delta region. This environment possesses highly specific characteristics, as the learners consist of cadres and party members who possess rich practical experiences and life backgrounds, yet remain deeply influenced by deeply ingrained traditional learning habits and protracted psychological passivity.

The spatial scope of the empirical survey was circumscribed within five representative provincial political schools in the region, namely: Dong Thap, An Giang, Ca Mau, Vinh Long, and Can Tho. The temporal framework for research and data collection spans from 2011 to 2026, fully reflecting the implementation process of major Party and State resolutions on educational innovation. To ensure representative validity and statistical reliability in pedagogical science, the survey sample was comprehensively designed to include **300 learners** from various training programs and **200 instructors** directly working across specialized faculties within the five aforementioned political schools.

2.3. Instrument Design and Data Collection Procedures

The study utilized a diversified array of instruments belonging to empirical research methods to collect primary and secondary data in a synchronized manner:

2.3.1. Survey Questionnaires

We designed two independent sets of questionnaires tailored specifically for instructors and learners, deployed via Google Forms in combination with traditional hard copies. The items utilized a 5-point Likert scale (ranging from 1 - Strongly Disagree/Very Low to 5 - Strongly Agree/Very High) to measure several critical dimensions:

- Instructors' and learners' perceptions regarding the necessity and significance of interactive teaching.
- The operational frequency of interactive techniques (group discussions, seminars, case studies, role-playing).
- The development level of component competencies among learners (self-learning capacity, critical thinking, collaborative skills).
- Barrier factors hindering pedagogical innovation (infrastructure constraints, curricular pressure, technological competence).

2.3.2. Pedagogical Observation

The research team conducted direct and indirect observations (via smart classroom camera systems) of a total of 50 instructional sessions across the surveyed schools. The observation process was standardized through a pre-designed observation protocol, focusing on behavioral indicators mapped against a structural timeline:

- *Instructor behaviors*: The ratio of time dedicated to monological lecturing versus interactive facilitation; the methodology of formulating open-ended questions, handling emergent classroom situations, and the techniques for managing group formations.
- *Learner behaviors*: The percentage of students actively volunteering to speak; the intensity of argumentative dialogue within groups; and behavioral manifestations of cognitive engagement versus signs of apathy or cognitive fatigue.

2.3.3. Expert Interviews

The study conducted in-depth interviews and sought consultative feedback from 15 leading experts in the field of educational theory and history, educational administrators, and senior instructors. The discussions focused on unravelling institutional bottlenecks, instructional evaluation policies, and trends in digital technology integration to optimize interactive learning environments.

2.4. Pedagogical Experimentation Design

To scientifically validate the feasibility, efficacy, and practical significance of the systemic solutions for transitioning toward competency-based interactive teaching, a parallel controlled pedagogical experiment was conducted at the Dong Thap Province Political School.

2.4.1. Experimental Sampling

We selected two cohorts demonstrating high homogeneity across input baseline metrics (age distribution, gender composition, specialized qualifications, professional administrative ranks, and academic performance in prior courses):

- *The Experimental Group (EG)*: Comprising 50 learners, subjected to an instructional design configured according to a comprehensive interactive teaching model, integrating active learning strategies and digital tools.
- *The Control Group (CG)*: Comprising 50 learners, instructed via traditional methodologies (monological lectures combined with single-line instructor-student question-and-answer interactions).

2.4.2. Experimental Implementation

The pedagogical intervention was sustained continuously throughout a core theoretical module spanning 45 class periods.

- The instructor assigned to both cohorts was identical, possessing equivalent pedagogical efficacy, to eliminate confounding variables stemming from subjective teacher traits.
- In the EG, the lesson plans were structured along a "horizontal matrix" that explicitly mapped out multi-directional collaborative interactions: The instructor delegated tasks through complex practical case studies → Learners engaged in autonomous literature research → Learners participated in micro-group deliberations and stance-defense debates → The instructor moderated inter-group debates and assumed the role of an academic arbiter to synthesize the theoretical tenets.

2.5. Evaluation Criteria and Performance Indicators

The study established a comprehensive evaluation framework comprising three major evaluation dimensions, strictly aligned with the objectives of developing learner attributes and competencies:

2.5.1. Criterion 1: Shift in Perceptions and Learning Attitudes

This was operationalized through behavioral engagement levels in the classroom (frequency of verbal contributions, group participation rates) and psychological indicators of learning motivation and interest obtained via post-experimental surveys.

2.5.2. Criterion 2: Quality of Knowledge Acquisition and Theoretical Cognitive Depth

This was measured through standardized periodic assessments and final module examinations. The examination design was innovated to minimize rote-memorization tasks and maximize contextual problem-solving items requiring analysis, comparative reasoning, critique, and synthesis of empirical events. Customized analytical rubrics were deployed to ensure assessment objectivity regarding structural logic, argumentative prowess, and political cognitive depth.

2.5.3. Criterion 3: Practical Specialized Capacities and Soft Skills

Self-learning capacity was appraised through the academic caliber of research essays and reflective learning journals; collaborative capability and communicative competence were assessed via structured observations of group dynamics and oral presentations of learning artifacts.

2.6. Data Processing and Statistical Analysis Methods

All data collected from the descriptive surveys and pedagogical experiments were coded, input, and processed using specialized statistical software, namely IBM SPSS Statistics (version 26.0) and Microsoft Excel. The mathematical algorithms applied included:

- Descriptive statistics: Computing frequencies (f), percentages (%), arithmetic means ($\bar{X}$), and standard deviations (SD) to delineate baseline perceptions and behavioral profiles.
- Inferential statistical testing: Utilizing Independent Samples t -Tests to compare and contrast the mean scores between the Experimental Group and the Control Group prior to and following the pedagogical intervention.
- Correlation and effect size analysis: Calculating correlation coefficients to ascertain the dialectical relationship between classroom interaction frequency and the growth rate of learners' professional operational competencies. Statistical significance across datasets was rigorously benchmarked at a threshold of $p \leq 0.05$.

3. RESULTS AND DISCUSSION

3.1. Current Perceptions and Barriers to Instructional Methodological Transition

The questionnaire survey administered to 200 instructors and 300 learners across provincial political schools in the Mekong Delta region delineates a multi-dimensional panorama of the paradigm shift from monological to interactive teaching.

In terms of cognitive perception, a profound consensus emerged among both instructors ($\bar{X} = 4.42$; $SD = 0.51$) and learners ($\bar{X} = 4.28$; $SD = 0.59$) regarding the strategic imperative of interactive teaching in fostering professional operational competencies. The vast majority of respondents acknowledged that the multi-directional interactive model effectively dismantles learner passivity and transmutes dry political-theoretical knowledge into dynamic critical thinking capacities.

Nevertheless, empirical behavioral manifestations in actual classrooms revealed a pronounced perceptual-behavioral gap. Pedagogical observations across 50 actual instructional periods are synthesized in Table 1:

Table 1: Time Allocation and Interactive Metrics in Traditional Classrooms.

Observed Behavioral Indicators	Instructors	Learners
Average Time Allocation per Session (90 minutes)	72.5% (Monological Lecturing)	27.5% (Note-taking / Short dialogues)
Frequency of Cognitive-Developing Questions / Active Verbal Contributions	4.2 times / session	3.1 times / session
Level of Cognitive Engagement and Interest (1–5 Likert Scale)	3.82	2.65

The empirical data in Table 1 demonstrates that despite instructors' progressive inclinations toward methodological innovation, the classroom environment remains heavily dominated by monological delivery. In-depth expert interviews indicated that the root causes of this phenomenon extend beyond instructors' pedagogical capacities, being deeply entangled with systemic institutional constraints. Ho Chi Hong Cuc (2018) posited that psychological resistance to pedagogical change, the systemic pressure to cover dense curricular content within rigid timeframes, and traditional classroom layouts (fixed desks oriented strictly toward the blackboard) constitute primary barriers that stifle classroom interactions. Consequently, without a systemic restructuring encompassing both the curriculum architecture and the pedagogical space, methodological transition risks becoming merely nominal.

3.2. Pedagogical Experimentation Analysis: A Quantum Leap in Academic Quality

To quantitatively validate the significance of this methodological transition, post-intervention assessment scores from the Experimental Group (EG - interactive teaching) and the Control Group (CG - monological teaching) at the Dong Thap Province Political School were rigorously cross-analyzed.

Table 2: Comparison of Post-Experimental Assessment Scores Between Groups.

Cohort Group	Sample Size (N)	Mean Score (X ⁻)	Standard Deviation (SD)	t-value	Statistical Significance (p)
Control Group (CG)	50	6.84	1.12	-5.62	0.001
Experimental	50	8.26	0.74		

Cohort Group	Sample Size (N)	Mean Score ($\bar{X}$)	Standard Deviation (SD)	t-value	Statistical Significance (p)
Group (EG)					

The statistical metrics presented in Table 2 reveal that the mean academic score of the EG ($\bar{X}_{EG} = 8.26$) significantly surpassed that of the CG ($\bar{X}_{CG} = 6.84$). An Independent Samples *t*-Test confirmed that this academic variance is highly statistically significant ($t = -5.62$; $p = 0.001 < 0.05$). Crucially, the standard deviation within the EG ($SD_{EG} = 0.74$) was markedly lower than that of the CG ($SD_{CG} = 1.12$). This empirical evidence demonstrates that interactive teaching successfully narrows the learning achievement gap, facilitating sustainable academic progression for the vast majority of learners rather than merely benefiting a select group of high-achieving individuals.

This academic breakthrough aligns seamlessly with Vygotsky's (1978) Social Constructivist Theory, which maintains that higher-order cognitive development occurs primarily through social interactions and interpersonal negotiations of meaning. Within the experimental interactive classroom, the instructor's deliberate retreat into the role of a facilitator—combined with the optimized deployment of seminars and problem-based case studies—compelled learners to continuously activate high-level metacognitive strategies. Learners no longer accepted knowledge as pre-packaged dogmas; instead, they were required to dissect complex scenarios and engage in peer-to-peer debates to defend their professional stances. This multi-directional interactive matrix effectively transforms the classroom into a vibrant "zone of proximal development," wherein theoretical tenets are deeply embedded within practical contexts and fully internalized by the learners themselves.

3.3. Evaluation of Learners' Comprehensive Competency Development

Beyond the domain of quantitative academic metrics, the ultimate significance of transitioning to interactive pedagogy lies in the profound restructuring of learners' holistic competency profiles. Through qualitative analysis of reflective learning journals and post-experimental soft-skill evaluation rubrics, three distinct dimensions of transformation were identified:

Cultivation of Critical Thinking and Autonomous Reasoning

Under the interactive teaching paradigm, exposure to open-ended inquiries and intricate, non-linear practical scenarios requires learners to constantly interrogate the texts, their peers, and the instructors. According to Nguyen Van Cuong and Zimmermann (2014), intellectual training within an interactive ecosystem equips learners with the habit of verifying information sources, identifying theoretical contradictions, and engineering alternative solutions. This represents a core administrative competency, enabling public cadres to effectively navigate socio-political crises upon graduation.

Optimization of Collaborative Capabilities and Professional Communication

The interactive classroom successfully eradicates the tendency toward academic isolation. Learners must master active listening, negotiate diverging viewpoints, and share mutual accountability for collective group deliverables. As Dang Thanh Hung (2012) observed, pedagogical interaction is fundamentally a series of socialized communicative acts through which learners simultaneously develop their individual agency and learn to adapt to collective dynamics. Cultivating these skills through role-playing and collaborative problem-solving instills a robust professional readiness, preparing them to interact productively with citizens and colleagues in real-world administrative environments.

Metamorphosis of Training into an Autonomous Self-Training Process

The most sustainable and humanistic virtue of interactive pedagogy is its capacity to activate learners' intrinsic motivation. When respected as creative agents of their own learning, students naturally develop a cognitive need for autonomous pre-class reading and literature research to enrich their argumentative discourse. This paradigm shift liberates learners from absolute textbook dependency. As emphasized in the foundational educational guidelines by Pham Minh Hac (2021), the definitive goal of modern educational methodology is not to fill a passive vessel but to ignite a lifelong learning fire. Interactive teaching fulfills this objective by effectively returning the agency of knowledge acquisition to the learners.

4. CONCLUSION

This study has systematically and comprehensively elucidated the theoretical and practical significance of the strategic transition from a monological teaching paradigm to an interactive teaching model within the contemporary landscape of educational innovation. The pedagogical experimentation and empirical survey conducted across provincial political schools in the Mekong Delta region quantitatively demonstrate that interactive pedagogy is

not merely a mechanical modification of classroom techniques; rather, it represents a paradigm revolution in cognitive architecture and the structural reconfiguration of roles within the pedagogical space. Abandoning monological lecture-driven delivery to establish a multi-directional communicative environment has injected a new impulse that vigorously stimulates cognitive activation, cultivates autonomous critical thinking, and optimizes learners' problem-solving capacities. Remarkably, the interactive methodology has proven its superior efficacy in narrowing the learning achievement gap, thereby fostering equitable and sustainable academic progression throughout the entire student cohort.

Nevertheless, the trajectory of this transition is currently impeded by a pronounced perceptual-behavioral gap among instructional staff, which stems from deep-seated institutional constraints, heavy curricular volume, and the historically conditioned passivity of learners. To effectively manifest the paradigm shift from content-driven education to a competency-based implementation approach, a synchronized and decisive framework of solutions is highly imperative. According to Ho Chi Hong Cuc (2018), it is critical to standardize and enhance instructors' pedagogical interaction design capabilities through specialized professional development programs. Concurrently, educational institutions must restructure physical classroom environments to ensure structural flexibility, intensify the integration of digital technologies, and fundamentally renovate the philosophy of educational assessment. As observed by Nguyen Van Cuong and Zimmermann (2014), the assessment paradigm must shift drastically from measuring the mechanical reproduction of knowledge to evaluating adaptive application and creative reasoning within complex practical contexts. Interactive pedagogy must be positioned as a core institutional value—the definitive catalyst that transforms formal training into an autonomous self-training process, thereby igniting a lifelong learning fire (Pham Minh Hac, 2021). Evaluated from the perspective of modern educational methodology, this paradigm shift constitutes an inevitable evolutionary path to elevate human resource quality, satisfying the rigorous demands of the digital era and the knowledge economy (Dang Thanh Hung, 2012).

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