

Application Analysis of Interactive Teaching Method in College English Teaching

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Abstract: The interactive teaching method is guided by modern teaching thinking and teaching theory, fully embodies a new teaching mode that takes teachers and students as the main body, training as the main line and thinking as the core. The traditional "one-sentence building, spoon-feeding" teaching methods in college English have failed to meet the needs of curriculum teaching and lagged behind the modern education and student development. While the application of interactive teaching method in college English teaching can fundamentally promote the teaching reform of college English.

1. Introduction

The interactive teaching method takes thinking as the core, training as the main line, teachers as the leading and students as the main body. The interactive teaching method is a new teaching method and teaching mode. In college English teaching, the key point of using the interactive teaching method is that the interactive teaching method can change the dull and old-fashioned phenomenon of the college English classroom. Teachers and students all pay more attention to emotionality, communication in the process of using English Sexuality, interactivity and two-wayness. At the same time, emphasis should be placed on both the result and the process so that students can achieve the purpose of using language and learning the language through their own activities and thinking activities.

2. Interactive teaching method connotation

French Gouin wrote the first book on foreign language teaching in 1880, and from then on, the second language education and teaching activities have a history of more than one hundred years. As language teaching activities continue to evolve, people gradually realize that if they want to achieve success and result in language teaching, they must apply dynamic teaching methods and make timely adjustments to teaching methods. Through the relevant scholars to explore the status quo and history of second language teaching, and then put forward 12 teaching principles, these principles for the interactive teaching method has laid a solid foundation. Interactive teaching method is the core of interaction, interactive teaching is the participation of students and teachers in English teaching, in the process of college English teaching, interactive teaching requires the organic combination of learning and teaching. Both teachers and students are the main body of college English teaching, at the same time each other as an object. In college English teaching, students and teachers interact, discuss and question interactively. Both professors and learners are benign and interactive. Teachers should give guidance to students. Under the guidance, organization and planning of teachers, Knowledge to take the initiative and systematically grasp, develop their own intelligence, master English knowledge.

3. The importance of interactive teaching method in college English teaching

Compared with the traditional "cramming" teaching method, the interactive teaching method can give full play to the subjectivity of both teachers and students, and promote the active participation of both parties in the creation of the interactive classroom. College English teachers through

interactive teaching, English classroom teaching can make goodbyes boring, monotonous, become vivid and interesting. Similarly, students are attracted to interesting teaching content in this relaxed and enjoyable environment, infected by the real scenes they create, and able to participate more actively and actively in classroom activities. In college English teaching, the interactive teaching method can not only mobilize the enthusiasm of teachers, but also stimulate students' initiative in learning. It mainly manifests in two aspects: First of all, the interactive teaching method can make teachers use their own teaching Ways to influence students in order to stimulate students' interest in learning English; secondly, the interactive teaching method greatly stimulated students' interest in learning English and the enthusiasm for participating in classroom activities, so that teachers and students can maximize their own role. In the process of learning English, once the students have anxiety, the learning effect will be greatly reduced. We know that in the traditional college English classroom teaching "spoon-feeding" this teaching method has largely inhibited the personality and creativity of some students, they are worried about mistakes, not to question. However, the interactive English teaching method can make students no longer feel anxious, dare to put forward their own views and questions, the courage to explore and discover. In interactive English teaching, teachers should start with the task of inspiring, setting doubts, encouraging and guiding. When students encounter unsolvable problems, they should be given analysis, guidance and encouragement to make bold attempts to promote them to the maximum to prove one's value.

4. Types of teacher-student interaction analysis

From a sociological point of view, the classroom is a microcosmic society, and the process of classroom teaching is the process of interaction between various roles (interactive subjects) in the classroom and their unique behavior. The role of classroom teaching is mainly teachers and students. The interaction between teachers and students is also the interaction and interaction between teachers and students. It is essentially a reflection of the relationship between teachers and students. Due to the role relationship between teachers and students in classroom teaching and the wide range of interactive behaviors between teachers and students, they can be analyzed and classified according to these two different standards and perspectives [1].

According to the different roles of the interactive subject in the classroom, the interaction between teachers and students can be divided into the following three types: (1) Teacher interaction. That teacher behavior points to individual student-teacher interaction, which reflects the relationship between teachers and individual students. The interaction between teachers and students who have the expectation purpose and clear object often manifests as questions and answers, requests and responses, evaluation and feedback, individual counseling, direct contact and so on. This type more clearly shows teachers' preferences or prejudices against students and students' evaluation and tactics toward teachers. (2) teacher interaction. That is, teacher behavior refers to the interaction of teachers and students in the entire student group, which reflects the relationship between the teacher and the student group (class). In teacher-class interactions, students often think that their reaction to teacher behavior is part of a group reaction rather than an individual behavior that is distinct from others. This interaction is common in the organization of teaching, classroom teaching, classroom questions, classroom evaluation process. (3) division interaction. That is, teacher behavior points to the interaction of student learning groups, which reflects the relationship between teachers and student groups (groups). In the teacher-student interaction, teachers should explain, guide, inspire and evaluate the learning group. In the current classroom of college English teaching in our country, the learning group did not become a meaningful interactive group in teaching. The significance of cooperative learning and the role of the learning group did not get the attention it deserved. Therefore, interaction between teachers and students rarely occurred [2].

According to the different behaviors of teacher-student interaction, the interaction between teacher and student can be divided into the following three types: (1) Control-Compliance type. The main attribute of interaction between teachers and students is above all control and obedience. Teachers may point to students in classrooms with frequent changes, including "democratic",

"equal" and "cooperative" approaches, but their fundamental purpose is that the control of the classroom will not change [3]. Control is the social nature of teacher's classroom behavior. Correspondingly, the expectation of students responding to teacher's control behavior can be attributed to "obeying". Obedience is a system of student behavior of teachers in the classroom. (2) Control - anti-control type. In most cases, students interact with teachers in a "submissive" manner, but occasional disobedience occurs when the nature of teacher-student interaction changes to "control" and "counter-control." When the student's anti-control behavior reaches a certain level, the main attribute of interaction between teachers and students will develop into mutual antagonism. (3) mutual consultation type. Under the dual pressures of teachers completing pre-designed teaching tasks and students being protected from unnecessary punishment, mutual antagonism may translate into mutual consultation or mutual confrontation and mutual consultation. This kind of sociological explanation of classroom teaching emphasizes that the interaction between teachers and students is different from other human interaction, especially the characteristics of interaction between life and life, that is, teachers and students have social norms and particularities and social expectations of teachers and students. The interaction between teachers and students inevitably has the first qualitative control - the characteristics of obedience. However, there are still a considerable number of exchanges between teachers and students, equal dialogue and interaction in actual learning. If we neglect this point, we can not fully understand the nature of the two-way interaction between teachers and students simply by emphasizing "control-compliance" and failing to see the other side of equal dialogue and cooperation and interaction [4].

5. Strategies for using interactive pedagogy in college English teaching

In the process of college English teaching, it is necessary to make a reasonable choice of teaching materials, select teaching materials that are suitable for students and accord with the actual situation of the students, so that it can help to use interactive teaching methods. In the daily teaching process, the real cases in the classroom should be regarded as the main case of interactive teaching so as to satisfy the desire of the students in role playing. In addition, teachers should carry out any teaching activities, based on the actual situation of students, the actual needs of students from the point of view. Choose novel, moderately difficult materials. But also in the semester of each student vacation to carry out a questionnaire survey, and then their own teaching methods, teaching mode, teaching content to carry out targeted reforms, so as to ensure that students learn English in close contact with life. In the daily teaching process, English teachers can arrange English topics in advance, according to the main autonomy to find the information, and then organize students to carry out group discussions. After the class is over, students are encouraged to generate summaries of the content and results of the discussions or write them in English [5].

In the process of college English teaching, teachers will imitate characters. In the process of imitation, teachers should be generous, exotic and pure pronunciation, so that students can have a feeling of immersion, so that students can demonstrate the charm of language, but also in stimulating students' enthusiasm for learning English, so that students can have a feeling of spontaneous exchange of English. In the college English teaching classroom, teachers should change the classroom into a stage where students can communicate and communicate in English. They should make full use of the modern teaching media and visual aids so as to create a good visual sense, intuitive sense, easy to understand and imitate for students Communication scene. In addition, English teachers should also pay attention to infiltrate the cultural background of textbooks into everyday teaching so that students can learn English subtly when they feel and experience the exotic culture. Students can have stimulating, interesting and fresh feeling during the learning process, which makes students spontaneously desire to know the wonderful world outside. Then, English teachers can make students understand foreign cultures through English communication and stimulate students' interest in English learning. Such powerful internal driving force will make students more active, active and happier to learn English [6].

In modern education, it is generally accepted that the student's mind is not a stuffed container, and people are opposed to cramming. Modern education advocates the student's status as a

manifestation of the students as the torch to be ignited. The modern teaching activities are the multilateral activities between students and teachers, students and students. These important components are indispensable. Therefore, as a college English teaching, in the face of a strong plasticity of students, students should be good, not to be backward, motivated desire to actively dig and meet, these desires and psychology into a student self-confidence and motivation. The students themselves should also actively cooperate with teachers, with the teaching activities of teachers, take the initiative to participate in classroom interaction, and strive to do the main body of college English classes.

6. Conclusions

Interactive teaching New teaching methods in college English teaching, interactive teaching methods will change the traditional teaching model, between teachers and students, students and students learning is a mutual promotion, mutual communication, mutual exchange and Mutual cooperation, interactive teaching method is the enrichment and innovation of college English teaching methods.

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