

The Construction and Practice of Interactive Teaching Model in College English Classroom

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Abstract: *Interactive teaching mode is the most effective teaching model to change the current situation of emphasizing knowledge over ability, emphasizing classroom over practice in college comprehensive English teaching. The interactive teaching model is student-centered, with the aim of collaborative learning and independent exploration; Interactive teaching has the characteristics of initiative, interactivity, innovation, and openness, and is an effective teaching model for cultivating students' comprehensive application abilities under modern teaching concepts. This paper systematically discusses the meaning and implementation basis of interactive teaching method, and explores the application of interactive English teaching model in college English classrooms.*

Keywords: *interactive teaching model, college English, teaching method*

1. Introduction

For a long time, in English teaching in China, the teacher centered teaching model has made classroom teaching static and monotonous, suppressed the classroom atmosphere, rigid and rigid teaching content, and failed to fully mobilize students' initiative and interest. Students' speaking and writing abilities, especially their comprehensive language application abilities, are very low. In order to enable students to accurately, fluently, and appropriately engage in cross-cultural communication, it is imperative to adopt interactive English teaching.

Interactive classroom teaching, also known as interactive classroom teaching, it was first proposed by American educational psychologists Brown and Palanza in 1982. It is a teacher centered model that differs from traditional teaching method. Interactive teaching method is student-centered, organizing various stages of teaching, allowing students to participate in the entire process of teaching activities, becoming the main body of teaching activities, and playing the leading role of teachers. Through information exchange, activity communication, and position exchange among teachers, students, classrooms, and the environment, a three-dimensional information exchange and transmission among the major elements of modern classroom teaching, including teachers, students, textbooks, and media, has been formed, truly realizing the organic combination of learning subjects and learning leaders[1]. The application of this new teaching mode in college English has changed the static interpersonal communication mode in traditional classroom teaching. It truly regards language as a tool for learning and using, and the potential and abilities of students and teachers have been unprecedentedly explored and mobilized, adapting to the requirements of modern university education and effectively achieving the goals of college English classroom teaching reform.

2. Theoretical concept analysis of interactive teaching

According to existing research by scholars, interactive teaching mode emerged in the 1970s and is currently widely adopted and respected in the West. The basic definition of this teaching model is that all teaching activities in the classroom are actually cognitive communication activities between multiple subjects. In this type of communication activity, frequent and close connections occur between teachers and students, students and students, and teachers and teachers, forming a complex relationship system. The relationships between various elements in this system are not simple "additive" relationships, but organic "integrated" relationships. Therefore, it advocates that teachers are no longer just providers of professional knowledge, and students are no longer passive recipients. Instead, it emphasizes acquiring knowledge through various forms of interaction, advocating for more practical opportunities for learners to acquire knowledge through application. In the interactive classroom

teaching model, factors such as teachers, students, the classroom, and the environment are no longer independent of each other, but interact, connect, and promote each other. Therefore, in this interactive classroom teaching model, students are always the core element of the classroom, and teachers are the guides of classroom activities. Teaching is no longer the traditional one-way and two-way interaction, but the multilateral interaction between teachers, teachers, students, students, and human-machine interaction, truly reflecting the teaching philosophy of "teachers are the dominant, students are the main body".

Interactive English teaching refers to fully utilizing the subjective initiative of teachers and students in the process of English classroom teaching, forming mutual dialogue, discussion, observation, communication, and promotion between teachers and students and students [2]. The interactive classroom teaching mode requires both teachers and students to have an interest in communication and focus on receiving or expressing information that interests both parties. Teachers, as organizers, provide students with as many activities and tasks as possible and assist them in solving problems that arise during the activities; Students rely on their own wisdom and creativity to learn independently and collaboratively. Under the influence of communicative language teaching theory, the classroom teaching process itself is a communicative activity, a language practice of interaction between teachers and students.

3. Theoretical basis

3.1 Constructivism theory

As one of the most influential theories in educational practice, constructivism originated from children's cognitive development theory. It came to prominence in the late seventies. As a philosophy of learning theory, its theoretical premise is based on the theory that knowledge is not passively received but actively recognized, and that learning is actively built on the basis of original knowledge. Constructivism is a branch of cognitive philosophy that argues that individuals gradually build their knowledge of the world through experience, maturity, and contact with their environment, including themselves. According to constructivism, four interrelated key factors - teacher, student, task, and content - influence the process of learning.

The main representatives of constructivism theory include Piaget, Vygotsky, Bruner and Carey. Piaget placed great emphasis on learning as a process of active information processing, leading to exploration as a result. His basic concepts are assimilation and adaptation. He refers to the learning process as the process of developing new patterns through assimilation and adaptation. Assimilation is the psychological structure in which the subject sorts, classifies and transforms the objective information. Assimilation is the process of integrating new concepts and information into existing schemas. The adjustment of old schemas and the creation of new ones is called adaptation. He believed that behavior is motivated by an internal balancing process within the individual rather than by external reinforcement. Vygotsky focuses on the higher mental processes of cognitive ability. According to Vygotsky's theory, learning is divided into two parts. First, children learn to establish the meaning of necessary signs and signals through communication with adults and the external cultural environment. Then, cultural content and language and other symbols shape the child's perception of reality. Vygotsky believes that communication with the surrounding cultural and social mediators, whose purpose is to promote children's understanding of language to another level, plays an important role in the cognitive development of learners. Bruner argued that the development of conceptual understanding, cognitive skills, and strategies should be the central goal of education rather than the acquisition of concrete information.

Bruner developed Piaget's theory by proposing three different modes of thought that educators should consider. He called them dynamic, figurative and symbolic modes of thinking. Bruner proposed three categories as basic ways for children to understand experiences: through their motor, visual, and verbal ways. Bruner's educational writings place the learner's interaction with learning materials, teachers, and other important people at the center of his work. For Carey, learning involves the learner's own understanding of information and things. Learners are actively involved in constructing their understanding of things and each person's understanding is different. Carey believed that people are active participants in their own actions and that their actions are performed on the basis of their own understanding of things. Each person's understanding of the world is based on their own personal experience and influences their subsequent behavior.

Based on these classical theories of constructivism, the basic view of constructivism is to deny the existence of objective knowledge and regard knowledge as learners' own self-interpretation of reality, which is constructed by learners themselves according to their own experience. In other words, the only way to learn and acquire knowledge is to contact and recognize new knowledge based on the accumulated experience of the objective world, and to establish the meaning of knowledge through interaction with the environment. Therefore, we should give full play to the positive interaction between teachers and students in the classroom. Teachers not only play the role of traditional classroom knowledge imparts and classroom dominators, but also guide students to actively participate in classroom interaction as facilitators, negotiators and motivators. Students are no longer passive receivers of knowledge. In the process of teaching, we must give full play to the initiative of teachers and students, teachers teach actively and students learn independently, actively and creatively. The relationship between teachers and students is reflected as a kind of inter-subject communication relationship. Both teachers and students are the subjects of teaching communication and cooperation construction. Constructivism also emphasizes the importance of real scenes in teaching. Classroom teaching should be carried out in the context of teacher-student interaction based on good teacher-student foundation. This kind of situation is closely related to students' life and is meaningful. Teachers and students interact, communicate and cooperate to complete the construction of knowledge around the classroom content in this situation. All in all, the active learning, knowledge construction and teaching context and interactivity advocated by constructivism have caused a huge impact on the traditional teaching model. At the same time, it has laid a solid foundation for the interactive English classroom model, and deduces the guiding ideology of subjectivity, interactivity and contextuality, which can provide effective guidance for the interactive English classroom model.

3.2 Humanistic theory

Humanism emphasizes the importance of the learner's inner world and places individual thoughts, emotions, and emotions before all human development. It emphasizes the overall development of the person. Erikson believes that there are eight stages of individual growth from infancy to old age, and each stage has its own challenges and crises. If the crisis at this stage is properly handled with the help of other key figures, the individual will face the challenges and journey of the next stage with a more calm and smooth attitude. However, if the crisis is not handled properly, these challenges will continue to emerge in individual lives, making the next stage of challenges increasingly challenging. So the competitive environment that children often face is more likely to make them feel inferior. Maslow, an important figure in humanism, proposed the theory of human needs. According to Maslow's theory of needs, higher-order self actualization needs are growth needs, followed by lack of needs. The need for self actualization refers to the need to realize one's potential. It is based on self-awareness, that is, we can recognize what we can do before we do it. Therefore, self actualization is a driving force for growth rather than a lack of motivation. According to the needs ladder, teachers should establish an environment where learners feel safe and can establish self-esteem and receive respect from others. Maslow also suggests that we should encourage students to actively think and not be punished for being different and creative. In order to help students achieve their potential, classroom tasks should be interesting and challenging. Rogers believes that natural and social individuals are juxtaposed, emphasizing the integrity and uniqueness of individuals. Rogers' theory emphasizes two points. Firstly, we need to fully trust students and believe that they have the ability to achieve their goals. According to his theory, the purpose of education is to initiate change and learning. Rogers' view on language teaching and learning is that we need to understand that learners are individuals who need to understand themselves and be able to communicate freely and unpreparedly with other individuals. As helpers, teachers must provide growth content to learners. Teaching activities and materials should fully utilize meaningful content for classroom communication.

In summary, humanism first emphasizes the subjectivity of students. Teachers should change their traditional roles as teachers, become collaborators and helpers for students, and fully leverage the role of students as the main body. The traditional education model ignores students' active motivation for knowledge and transmits knowledge to them through mechanical indoctrination. The humanistic education concept advocates that teaching content should fully stimulate students' learning motivation. Humanism also emphasizes the emotional aspect of teacher-student relationships. For a long time, teachers have been regarded as the authority of knowledge, the center and dominator of the classroom, and students are in a dominant position. Under this traditional teaching model, the teacher-student relationship is based on management and obedience, and students' emotions and personality are easily overlooked. Due to the harmonious relationship between teachers and students, it is an important prerequisite for achieving teaching efficiency. Therefore, humanism strongly advocates for the equality

and harmony of teacher-student relationships, making the classroom a place of interest and comfort for students, and making classroom teaching a relaxed and natural activity. This teaching concept has profound inspiration and guidance for the interaction between teachers and students in the classroom, and has become an important theoretical pillar for the construction of teacher-student relationships in interactive classrooms.

4. Application of interactive teaching model in college English classroom

Interactive English teaching emphasizes the close combination of language skills and practical operational abilities [3]. In terms of ability development, we should break away from the original idea of focusing on reading and language knowledge input, emphasize language expression, and attach importance to the cultivation of communication skills, especially listening and speaking abilities; In terms of teaching organization, the student-centered teaching philosophy is implemented, and students' initiative is emphasized [4]. At the same time, the role of teachers is also transformed from simple interpreters to organizers, guides, and promoters; in the practical aspect of the course, multimedia is fully utilized to stimulate students' interest in learning, and situational simulation teaching method is used to create a real-time language training environment for students to improve learning quality. In the practice of interactive teaching of college English, the following aspects can be attempted:

4.1 Emphasize the inspiring role of teachers and make students happy to practice

The "interactive" college English teaching model adopts a problem based approach to guide background knowledge. Teachers' questions should not only be related to the text, but also be close to students' living environment to stimulate their interest in thinking [5]. Therefore, in interactive teaching, teachers should pay special attention to the role of inspiration and facilitators, and fully mobilize students' learning initiative through inspiration education. Taking college English reading classes as an example, traditional college English reading teaching focuses on grammar and vocabulary, breaking the original integrity of the article and neglecting the impact of professional knowledge and cultural background on reading comprehension. Therefore, during reading classes, teachers should appropriately introduce relevant cultural background knowledge such as foreign culture, religious beliefs, and lifestyle habits to improve students' cross-cultural communication skills. As an inspiration, teachers should take students as the main body, allowing them to participate in analysis, reasoning, induction, and summarization, and cultivating their independent thinking and problem-solving abilities. If the questioning method can be used, it can inspire students to think and encourage them to actively engage in discussions and explore the answers to questions. In teaching, teachers can guide students to clarify the layout of articles based on the special genre characteristics of interactive English, combined with discourse and knowledge, and analyze and summarize the structure, usage, and grammatical features of commonly used words and sentences, thereby improving reading efficiency.

4.2 Promoting group collaboration as a learning form to stimulate students' learning enthusiasm and initiative

Cooperative teaching method is an important way to implement interactive language teaching. Group activities can effectively carry out classroom interaction activities, providing equal opportunities for students to participate. Through mutual promotion in group activities, students can reduce anxiety and improve learning efficiency. The self-learning tasks assigned by teachers to students before teaching new courses or difficult points are usually assigned to small groups, and the teacher supervises each group to discuss the given problems. In principle, each student in the group is required to participate in the discussion, express their own opinions, and then the responsible person of the group will gather the discussion results of each problem for comprehensive display.

Group cooperative learning is a common form of interactive teaching that has the following advantages: firstly, compared to teacher-student communication, group activities expand the scope of student communication and opportunities for everyone to participate in communication; The second is to train students' various communication skills, such as questioning, negotiation, refutation, defense, etc; Thirdly, it creates a relaxed communication and learning atmosphere for students, enhances their confidence in communicating in English, and stimulates their initiative and enthusiasm in learning; Fourthly, through mutual communication, not only can learning experiences and strategies be borrowed, but also students' autonomous learning ability can be cultivated; The fifth is to cultivate students with good teamwork spirit and strong interpersonal skills.

4.3 Improve multimedia networks and situational teaching model

In interactive English teaching, teachers can use computer-assisted teaching and foreign language audio-visual equipment, such as organizing students to watch scenes, plays, soundtrack movies, etc [6]. These sounds, images, graphics, and animations can create a relaxed and enjoyable learning environment and atmosphere for students, stimulate their enthusiasm and initiative in learning. Especially for the analysis of difficult and long sentences, using Powerpoint graphics and text display can make students clear at a glance, which has advantages beyond traditional teaching method. In addition, teachers should guide students to make good use of online resources and engage in extracurricular autonomous learning. By guiding students to use resources such as e-books, electronic journals, digital libraries, and major websites to transform teaching content from singularity to diversity, making it possible for students to expand their knowledge and abilities.

In order to enable non English major students to proficiently master language skills and knowledge in order to truly achieve the comprehensive application ability required by college English, interactive English teaching should break the traditional and single classroom teaching mode. Teachers should create a language communication environment as real as possible based on the content of the text during the teaching process, such as using role-playing, situational dialogue, debate, and other methods, stimulate students' desire to speak English, stimulate their initiative in communication activities, and enable teaching to achieve the expected results.

4.4 Conduct colorful second classroom activities to enhance students' comprehensive English skills

Interactive teaching does not mean only focusing on interactive activities in the classroom, and the rich and colorful second classroom activities are also a component of interactive teaching. Utilizing various teaching resources and carrying out various forms of extracurricular activities can not only break through the limitations of classroom teaching, enable students to better understand the content of the text, but also strengthen students' comprehensive English skills. Teachers can arrange different extracurricular tasks for different themes of the articles they have learned this semester. For example, (1) Assign students the task of reading English newspapers outside of class on a certain topic, and do a Daily re-port on the read content before class to train students' oral expression skills. (2) To cultivate students' habit of listening to English channels and train their listening skills. (3) Regularly carry out English short play performances, encourage students to transform interesting article content into short plays, and cultivate students' innovative abilities. (4) You can also hold an English recitation competition once a month, and so on. All activities should focus on cultivating students' comprehensive skills such as organizational ability, communication ability, innovation ability, and language application ability.

5. Conclusion

The proposal of the interactive teaching mode in English is a reform of the traditional lecturing teaching model, which conforms to the requirements of constructivism theory and human cognitive laws. It completely changes the passive learning status of students, enhances their learning enthusiasm and initiative, harmonizes the cooperative relationship between teachers and students, activates the classroom atmosphere, improves learning efficiency, and cultivates students' comprehensive English skills. Ultimately, it is beneficial for achieving the goals of college English teaching.

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