

Analysis and application of teacher-child interaction in education and teaching

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Abstract: *Teachers are the core characters in children's day-to-day life. Teacher-child interaction has become an important part of kindergarten life, which is of great significance to children's physical and mental development. Every interaction between teachers and children will have a subtle influence on children's self-perception, emotional experience, learning content and ways. Therefore, teachers should pay attention to the interaction with children, know well the process of teacher-child interaction, follow the principle of teacher-child interaction, reflect on the problems in teacher-child interaction in time, and develop active and effective teacher-child interaction, and then to promote the positive, active, rich personality development of children.*

Keywords: *kindergarten; teacher-child interaction; education and teaching*

1. The teacher-child interaction process related overview

1.1 The types of interaction between teachers and children

Teacher-child interaction can be summarized into two types: tilt model and parallel model. In the process of teacher-child interaction, the teacher is the subject of the activity, and the children mostly cater to and obey it, while the parallel model is the equal state in which both the teacher and the children are the subject of the interaction, young children are able to initiate interactions on their own initiative. In preschool practice, teachers should value the interaction initiated by children and protect their desire to share. Teachers should pay more attention to introverted children and initiate interaction and communication with them to understand their characteristics and strengths, to give attention to help mobilize their classroom participation and enthusiasm.

1.2 The mode of interaction between teachers and children

According to the interactive process, teacher-child interaction can be divided into speech act and non-speech Act^[1]. Children's language behavior in teacher-child interaction will be accompanied by certain non-verbal behavior, including eye contact, facial expressions, gestures, body contact, etc., the presence or absence of speech acts is used as a marker to distinguish speech acts from non-speech acts. Small-class children's language ability is limited, but usually only in the language with certain eye and hand gestures, so the interaction of children's speech acts is still the main way. In preschool practice, teachers should give priority to speech acts and help children to understand with certain hand gestures and eye expressions. It should be noted that when teachers have difficulty in responding to children in a timely manner with language in the classroom, they can first signal the child with their eyes, so that the child can feel that they are being concerned, and give timely verbal responses to the following activities or after class.

1.3 The nature of the interactive process

Teacher-child interaction is divided into positive interaction, negative interaction and neutral interaction. In the positive interaction, the teachers are kind and amiable, and the content of the interaction is mainly encouragement and praise. In the negative interaction, the teachers express dissatisfaction and even blame to the children. In preschool practice, teachers should adopt more positive interaction and avoid negative interaction. Neutral interaction should be as close to positive interaction as possible, so as to give high-response interaction to young children and improve the quality of response, at the same time help to establish a good relationship between teachers and children.

1.4 The sensitivity of the interaction process

Teacher-child interaction is divided into high-sensitivity interaction and low-sensitivity interaction. High-sensitive interaction refers to the needs of young children for timely feedback, low-sensitive interaction refers to the neglect of the needs of young children. In preschool practice, teachers should maintain high sensitivity to respond to and meet the reasonable needs of young children in a timely manner, whereas the enthusiasm of young children under long-term low sensitivity interaction will fade and gradually lose the will to interact with teachers, the probability of teacher-child interaction initiated by children will be greatly reduced^[2].

2. The educational principle of effective teacher-child interaction

2.1 Equality

In the process of interaction, teachers and children should maintain an equal relationship, teachers can not be shown as a superior attitude, but to the children as an independent individual, and their equal coexistence. In the process of practicing the principle of equality, the teacher can crouch down and interact with the child, and keep the same height with the child, and then from the tone of the teacher, the tone of speech, content and so reflect the equality, give full respect to children.

2.2 Initiative

Teachers must support children's activities, respect children's interests and choices, dare to challenge so as to achieve more productive goals. At the same time, stimulate the initiative of children's learning, give children the opportunity to explore the initiative, only the children can really self-learning to get the desired harvest. Therefore, when teachers interact with young children, they should pay more attention to their interests and needs, the curriculum is closely related to their lives, and provide them with opportunities to learn interesting things in their day-to-day life, play its subjective initiative.

2.3 Developmental

Teacher-child interaction should be based on promoting the development of children as the starting point and end-result. But in reality, many teachers only pay attention to the development of children's knowledge and skills, and neglect the emotional development of children^[3]. Positive emotion is a good motivation for children's learning, so teachers should put the emotional development of children in the first place. In a day's life, teachers should always observe the emotional state of children and give a high-sensitivity response, when children appear sad and sad emotions to be pacified and help adjust their emotions; Teachers can help children recognize all kinds of emotions in the form of emotional cards and know that there is no good or bad emotion, each emotion is a normal response is a reasonable existence; The most important thing is to help children find the most suitable way to adjust or vent their emotions, the rationality of this way is not to hurt others, oneself and objects. When children learn to express their emotions in a proper way, their emotional development will rise to a certain height, which is more conducive to children's input in the learning of knowledge and skills, forming a virtuous circle to promote children's all-round development.

3. The construction active and effective teacher-child interaction method

The active and effective teacher-child interaction refers to the valuable interaction initiated by the teacher or the child, and the valuable interaction responded by the child or the teacher. Any perfect design of the objectives of activities, activities such as the program must rely on the interaction between teachers and children to achieve its value. Active and effective teacher-child interaction is of great significance to children, which can make children get a sense of security, establish good peer relations, establish trust with teachers and promote children's individual development.

3.1 Create a warm and harmonious spiritual environment

As the carrier of activities, environment can be divided into physical environment and spiritual environment. Good material environment provides basic guarantee for children's activities, but more important is the spiritual environment, that is, the psychological environment of kindergarten, which is

the atmosphere and feeling of life and communication between children and teachers. Teachers can create a good mental environment through the following ways. In the process of interaction, teachers should always smile at the children, listen patiently to every word the children say, and observe every subtle movement of the children, when the child is frustrated, embrace the child, let the child feel warm, get a sense of security, so more willing to accept the guidance of teachers. At the same time, the sense of trust established with teachers will be further deepened in each positive interaction, children will more truthfully reveal themselves, and help teachers to provide targeted support for children's development.

3.2 Interact with children as equals

Equality is embodied in body movements and oral language. Teachers should never neglect the embodiment of equality in body movements. Children's cognitive ability is limited, language is not the only bridge with its interaction, body movements can help children understand and feel language cannot bring the temperature^[4]. Teachers should crouch down at the same height when they interact with young children, so that young children can feel the equal relationship between teachers and young children and the affinity of teachers, and teachers can easily enter the inner world of young children. If the teacher stands and looks down on the interaction with the child, the teacher's support and co-operation status immediately transformed into an authority, the child will think that the teacher is superior to himself, let the child have a sense of oppression, have to be passively listen to, also not conducive to the children to reveal their hearts and teachers in-depth communication. In oral language expression, teachers should consider the rationality of words and tone of voice, for example, the use of "Can you help... Thank You" polite language, avoid the imperative phrase "You go and get..." Let young children feel the equal relationship between teachers and themselves, and set an example for young children to establish equal and harmonious peer relations.

4. The status quo of teacher-child interaction education and corresponding strategies

4.1 Lack of opportunities for interaction

4.1.1 Problem performance

There are few opportunities for young children to express themselves in their daily lives. In the teaching activities where they have the opportunity to express themselves, teachers usually ask young children to raise their hands to answer questions. Due to the individual differences of young children, often the real teacher-child interaction are strong and willing to express the ability of children, and weak children lost the opportunity to think and interaction.

4.1.2 Solution: enrich the form of activities, increase the opportunities for interaction between teachers and children

Teachers can seize the kindergarten in the morning to enter the class of just a few minutes, and children to communicate with the day before what to do after school, did anything interesting happen at home. Similarly, teachers can also share their own after-work fun with children, not only increase the opportunities for teacher-child interaction, but also a more comprehensive understanding of children. In addition, the class can set up a "Small news station" to encourage children to talk about the phenomenon in their lives, to share their stories or their own experiences in front of the whole class, and then the teacher for in-depth questioning, encouraging comments and summaries^[5]. This not only exercise the language ability of children, but also for children to create interactive opportunities between teachers and children. These conversations are free and equal, conducive to benign teacher-child interaction. It should be noted that group teaching is a better choice for young children who are less willing to express themselves. The number of children in the group is relatively small, and young children have more opportunities to interact with teachers when they visit young children for discussion. At the same time, teachers can pay attention to every child, the education of children more purposeful, to teach students in accordance with their aptitude.

4.2 The lack of children's principal status

4.2.1 Problem performance

In the real education, the teacher often plays the leading role, controls the initiation and the interactive process of the children's interaction, the children's behavior is restricted, therefore the children are often

in the passive position of obeying orders, in the interaction between teachers and children, the subject status of children has not been paid attention to.

4.2.2 Solution strategy: give play to children's principal role

Children are the main body of learning, and teachers are the supporters, cooperators and guides of children's learning activities. The "Guide to kindergarten education (trial)" emphasizes that kindergarten teachers must "Pay attention to children's performance and reaction in activities, be sensitive to their needs, respond in a timely and appropriate way, and form cooperative and inquiring teacher-student interaction". This change of educational concept enlightens children to have the initiative to initiate the interactive behavior and implement the interactive process. Teachers should grasp their role positioning, not only the "Preaching, teaching, dispelling" authority, but also the cooperation of children, supporters, guides, admirers, facilitators, adhere to the "Child-centered" point of view, in the interactive process of attention to the emotional needs of young children and actual needs, not to impose their own will on children, to grasp the interactive opportunities initiated by children.

4.3 The interaction mode between teachers and children is single

4.3.1 Problem performance

Teachers usually only interact with children in group education activities, and seldom pay attention to children in free activities, life activities and play activities. Teachers demand that the classroom process is within their control, and they dare not attempt the challenging generative curriculum. Children can only follow the teacher's flow of activities. In addition, the interaction in kindergarten activities is mainly in the form of speech-based, teachers use oral communication with children in the form of interaction, it is easy to neglect the importance of interaction initiated by other non-verbal symbols, such as expression, gesture, eye contact, etc. . However, it is difficult for children to achieve the expected interactive effect by language alone.

4.3.2 Solution: build a diverse interaction model

Kindergarten teachers clearly know that teacher-child interaction is one of the content of educational and teaching activities, but some teachers only regard collective teaching activities as educational and teaching activities, ignoring other "Classroom", including free activities, life activities, games and so on. In these low-structured "Classrooms", children are more autonomous thinking, and interaction with teachers can inspire their creative thinking. At this point, teacher-child interaction can bring higher value for children. Therefore, teachers should not only attach importance to collective teaching activities, but also attach importance to all other opportunities of teacher-child interaction, not to miss every opportunity of interaction with young children, especially the interaction initiated by young children.

Language is the most common way of interaction, but it should also include the way of action, or the way of interaction with material as the medium, such as through eye gesture, gesture expression, hand toys and other ways to interact with children. Teachers may not only be onlookers but also participants in the activities. Especially for small-class children, the demonstrative role of parallel games can help children learn to imitate and learn, and the problem of role assignment in role-playing can also help children gain the ability of empathy through teachers' enlightening questions.

In addition to the scope of interaction needs to be broadened to all aspects of daily life, interaction mode should also consider more than the form of language, interaction object should not be limited. There should be not only the interaction between teachers and all children, but also the interaction between teachers and groups, and the interaction between teachers and individuals.

4.4 Neglecting children's personality characteristics and individual differences

4.4.1 Problem performance

Teachers did not take into account the individual differences of young children, are using consistent interaction mode, interaction effect is not good. Or for the children to provide materials do not have a hierarchy, for the ability of the children do not have a strong desire to explore, for the cognitive development of relatively backward children is difficult to operate and lose confidence.

4.4.2 The Solution: teach students in accordance with their aptitude

Teachers should respect children's individual differences. Some children are active and develop well in various activities, while teachers' interaction helps them to develop to a higher level. Some children

are introverted and rely heavily on teachers, we need more encouragement, affirmation and help from teachers. In the aspect of providing materials, we should pay attention to the level of materials and meet the needs of children at different levels of development. Teachers can divide the materials into different levels according to the individual differences of children, and the amount of materials in each level should be equal, so as to promote each child to achieve corresponding development on its original basis.

5. Conclusion

As the basic form of kindergarten education, teacher-child interaction contains rich educational connotation in its process. Teachers should maintain high sensitivity to the interaction initiated by children under any circumstances, give high-quality responses, and reflect on the existing problems in time to establish a positive and effective model of teacher-child interaction, in the end, it can be used efficiently in the practice of kindergarten education to improve the quality of education.

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