

Interactive Teaching Models Revisited

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Abstract: This paper first defines the concept of interactive teaching, then discusses the current research status of interactive education in China and abroad, identifies the outstanding problems of interactive teaching, and then constructs a useful model of interactive teaching.

Keywords: Interactive teaching; Teaching environment; Learning ability

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Since the reform and opening up of China, the scale of higher education in the country has continued to expand, and remarkable achievements have been made in learning and teaching. However, the status quo and actual results of higher education teaching have not yet fully met the needs of China's economic development and social harmony, and there is a particular gap between it and the requirements of the new era of growth. Higher education teaching advocates "people-oriented" and focuses on cultivating students' innovative consciousness and practical application ability. To achieve such educational goals, the traditional cramming and indoctrination teaching model is not satisfactory. Interactive teaching mode has been practised for many years after the reform of higher education teaching. Still, many of them have become a formality and lost the meaning of interactive teaching, which has a pivotal role to play in the new era.

1 The current state of research on interactive teaching

1.1 Defining interactive teaching

Interactive teaching refers to the exchange, communication, consultation and discussion between

teachers and students in education. The collision of different points of view, and thus stimulate the initiative of both sides of the teaching, to develop creative thinking, to achieve a higher level of teaching effectiveness of a teaching method. The interactive classroom teaching model fully embodies modern educational philosophy, breaking the traditional teaching model, changing the concept of teaching from a single teacher's "one-voice" to "teacher-student discussion" mode, respecting the individual development of students, activating students' Self-innovation, discovery and development of students' potential through hands-on, participatory, collaborative and communicative learning are of considerable significance to the achievement of the goal of human resources development in higher education.

1.2 Status of research on interactive teaching

The Western idea of interactive teaching can be traced back to Socrates' "spiritual midwifery". He emphasized that students' minds should be actively involved in teaching activities and that teachers should not use ready-made principles to prompt out what they believe to be the truth, but rather, through questions and answers, conversations, arguments, inducements or hints, direct the knowledge that exists in students' hearts and turn it into students' actual knowledge and skills^[1]. The theory of symbolic interaction holds that the social interaction of human beings is a process of action based on symbols. Later on, the American sociologist, Bruce, formally proposed a new theory of symbolic communication in his book "Man and Society". Some scholars introduced this theory into the teaching field and considered the classroom as a microcosmic society, thus forming the method of interactive teaching^[2].

Since the late 1980s, experimental research on interactive teaching has been introduced in China, and research on teacher-student interaction is mainly found in the study of teacher-student relationships. Most of

the reviews are about interactive activities between teachers and students. The more distinctive ones are Wu Kangning's discussion of the types of interactive behaviours in the classroom and Wang Jiajin's model of class interactive practices. The former is based on the subject-object relationship, which is more intuitive and easier to manage, and focuses on results; the latter is simple and easy to use, but it isn't easy to use mechanically throughout the teaching process.

2 Problems with interactive teaching

2.1 Interactive programming

"Programmed teacher-student interaction", that is, the teacher has been carefully designed and tightly arranged, this kind of knowledge and information transfer can mostly predict the response of students, the depth of interaction is not enough, students can not give full play to the results of independent cognition in the framework of the existing interaction model, students spontaneous interest is also challenging to mobilize, the classroom effect is still not free from the traditional methods of indoctrination education and teaching.

2.2 Single interactive

"Single form of interaction", this mode of interaction is mostly expressed in the communication between teachers and students, the lack of interaction between students; or "minority teacher-student interaction", although some teachers have achieved cooperation in the teaching process, also mobilized the initiative of students, but he mobilized the effort of only a few students, the majority of students can not or do not have the opportunity to exert their initiative, some students may also appear in the process of education and teaching in a depressed state so that further learning is hindered, there will inevitably be unequal educational opportunities. It can not avoid frustrating the learning motivation of individual students.

3 Re-examination of interactive teaching models

3.1 Develop student-centred teaching strategies

The leading role of the teacher in teaching must be based on the premise of establishing the primary purpose of the student. Teachers need to understand students' knowledge base, learning experience, cognitive characteristics and so on, and use this as the basis for determining teaching strategies. The teacher should change the "teaching" to "guiding" and "inspiring",

so that the students not only gain knowledge, but also experience independent thinking and epiphany in the teaching process, and thus integrate the students' knowledge and experience. The pooling of new and existing knowledge has been achieved to go beyond the predetermined pedagogical goals to attain the educational objectives.

3.2 Establish effective classroom interaction mechanisms

The basis of classroom interaction is the classroom power state. Power state is a real term that refers to the fact that each point of support has a force, and the various forces constrain each other to form a robust network, which emphasizes the balance of the various power factors. The balance of the power state relies on the joint support of multiple factors. It so does the classroom power state, which depends on the relationship between all the elements in the classroom, any teaching class has a power state, but the power state is different for each type or even each lesson. Effective classroom interaction.

3.3 Building a teaching environment for interactive teaching

According to the German psychologist Lewin, human behaviour is the result of the force-field relationship between the internal tension of the person and the surface tension of the environment^[3]. This proposition indicates that the climate is a constraining factor on the subject and his activities. The teaching environment, especially the psychological climate, is a significant factor that influences students' motivation, emotions, and behaviours in learning. By constructing a meaningful teaching environment and integrating teachers' and students' thinking and feelings into the teaching environment, we can better stimulate teachers to "teach" and students to "learn".

3.4 Integrating interactive teaching throughout the teaching and learning process

The "interactive" classroom teaching model to implement quality education, the training of applied, innovative talents for the goal. The teacher must mobilize the participation and enthusiasm of each student as much as possible so that the classroom will have more interaction and equal involvement between teachers and students.

The teacher-student interaction combines behavioural interaction, emotional interaction and cognitive interaction, fully reflecting the leading role of the teacher and the central part of the students. The teacher's

role in the classroom changes, from focusing solely on the transfer of knowledge to paying more attention to students' learning styles, learning aspirations and the development of learning skills, and at the same time, carrying out creative work, allowing teachers to burst out of unprecedented enthusiasm for exploration and research, making classroom learning a meaningful exploration and enjoyable learning experience.

3.5 Address the factors associated with interactive teaching and learning

Interactive teaching should address the relevant elements of the teaching process involving teachers, students, teaching materials and media. First, the status of students: students are active constructors of the meaning of knowledge, rather than passive absorbers of external stimuli. To make students have the spirit of daring to think, speak, ask and innovate, and to stimulate the quality of their creative development. The second is the change of the teacher's role: the teacher is the organizer and guide of the teaching process, and the helper and promoter of the construction of meaning, rather than the impactor of knowledge an indoctrinator. The term "teacher" is just a professional name. Teachers themselves are not knowledge, but only helpers of students' learning. The third is the change in the function of teaching materials: the experience provided by teaching materials is no longer all that the teacher teaches, but the object of students' active construction of meaning. In addition to textbooks, teaching materials also include audio-visual materials and a variety of related articles, pictures and information. The knowledge provided by the books should not be authoritative but should be a medium for consolidating the foundation of learning and inspiring further education. Fifth, the change of assessment function: the traditional assessment method is often defined in the mastery of the existing knowledge, it is difficult to understand the learning process of students to expand their knowledge, students in the traditional assessment method, in the review of this more critical stage of learning too much energy on the memorization of experience, is not conducive to the

internalization of knowledge and knowledge of the students into a discussion. Changing the function of assessment is conducive to promoting the improvement of students' learning ability and the cultivation of the spirit of exploration, but also to better support the use of interactive classroom teaching.

3.6 Emphasis on differences in the teaching process

Teachers and students as well as between students and students of intelligence, physical strength, mood, habits and other aspects of the differences are objective; such disputes will affect teachers and students teaching and learning motivation, learning ability, learning methods and learning habits and other elements. Interactive teaching adheres to the modern educational philosophy of "the pursuit of individuality and tolerance of the alternative", paying attention to promote the formation and development of each student's good personality qualities and uniqueness^[3], paying attention to the differences in the teaching process can enable students of different levels to achieve the development of their characteristics.

4 Concluding remarks

Interactive teaching from the teaching effect, and actively explore active classroom interactive mode, not only to change the teachers "teaching" concept but also to improve the students "learning" theory, selection of teaching materials, use of teaching materials, to explore the interest of stimulating students to learn assessment methods, to develop a more adaptable to the new era of talent.

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