

## Analysis of Multi-interactive English Experimental Teaching Model in Colleges and Universities Based on Different Angles

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**Abstract:** English education skills and comprehensive performance level is an important index to evaluate whether the talent training system of colleges and universities is complete. in order to give full play to the application value of higher English education in the teaching activities in the new period, we should keep the diversity, interactivity and openness of the relevant teaching activities, and provide students with the teaching empty of interaction and communication. Starting from the English teaching activities of colleges and universities at present, this paper analyzes the influence of interactive English experimental teaching on relevant teaching activities from different angles.

### 1. Educational Advantages of Multi-Interactive English Teaching

In the present stage of teaching activities, advanced teaching ideas can absorb the advantages of the traditional classroom to the greatest extent, so that students can master the relevant teaching knowledge more comprehensively. Under the background of multi-interactive teaching, relying on the guidance of relevant teaching ideas, the teaching direction can be changed from teacher-centered to student-centered. In the case of introducing modern teaching technology in time, students can initiate multi-interactive learning tasks and construct the learning environment which can best adapt to their own requirements.

In the English teaching activities initiated by colleges and universities, the groups involved in teaching activities and the derivation of teaching knowledge are relatively limited —— In the process of carrying out English teaching, the work of teaching and learning is limited to the two groups of teachers and students, and English teaching can not give full play to its interactive and creative characteristics in the absence of external resources supplement and lack of interaction with internal teaching.[1]The openness and creativity of English teaching in colleges and universities are preserved to the greatest extent from the perspective of multi-interactivity. In the relevant teaching activities, teachers can initiate their own interaction with students in time, guide students to participate in the interaction between students and help students construct the interaction between students and computers. As shown in figure 1, in the context of multi-interaction, the object of interaction is greatly expanded, and the carrier and quality of interaction also have the change of "quality "—— the teaching activities are no longer limited to the teacher's indoctrination education to the students, but focus on constructing a one-to-one and one-to-many teaching framework. After providing a richer and more usable teaching carrier, the teacher can introduce the multi-interaction based on the network environment, teaching requirements, student development and so as to provide practical support for the construction of the mainstream teaching model.



Figure 1 Multidimensional interaction

## 2. Problems in English Teaching in Colleges and Universities

### 2.1. Unilateral Indoctrination

It is necessary to enhance the application value of English teaching and guide students to master corresponding skills in relevant teaching activities. In the process of carrying out teaching activities, teachers should make clear their position and respect students' autonomous consciousness and self-creation ability. But in the present stage of English teaching activities, some teachers still do not have the rut of asking for help in traditional education —— after introducing the corresponding teaching requirements and teaching tasks, the related teaching begins to shift in the direction of "teaching ": the focus of teachers' teaching is on " what I should teach "and" how I should teach ", ignoring the feedback that students may make in the relevant teaching activities. In this case, even if teachers can carry out efficient and high-quality teaching activities, there is still a gap between the relevant teaching tasks and the teaching requirements —— the students can not grasp the teaching theory given by teachers in time, as shown in figure 2. When the teacher introduces the new knowledge system, the students can not cut into the relevant teaching activities in time, in the case of cognitive and educational derailment, the students' learning of English knowledge is limited to the written level.



Figure 2 Experimental teaching

### 2.2. Lack of Teaching Theory

According to the theory of "constructive learning ", knowledge should not be a process produced by stimulation. It should be an activity in which learners interact with the external environment and construct new meanings based on the existing experience. The emphasis is that " students can understand the corresponding concepts and ideas independently "[2]However, after the introduction of the concept of "multi-interactive teaching system" in the relevant teaching activities, the teacher still has no change in the orientation of the students —— in the case of over-emphasis on "multi-

interactivity ", the teacher requires the students to play the role of" passive receiver "and" object of knowledge "for a long time, which ignores the ability of the student supervisor to process information and construct the meaning of knowledge. The knowledge students need can not be introduced, because of the lack of available teaching theory," multiple interaction" can not fully show its application value.

### **3. Introduction of a Multi-Interactive Experimental Teaching Model**

#### **3.1. To Preserve the Blending of Multiple Interactions and to Introduce Teaching Resources**

In the present stage of English teaching activities in colleges and universities, the advantages of multi-interaction should be multi-angle and multi-direction. In the course of classroom teaching and after-class communication, the teaching interaction initiated by students should include two systems — explicit interaction and recessive interaction. However, in the past teaching interaction, teachers' attention to explicit interaction is obviously higher than recessive interaction. In teaching activities, teachers pay attention to and focus on cultivating students' communicative competence, information processing ability, knowledge transmission ability, ignoring the value of communicative content, communication means, abstract knowledge and other factors in teaching activities. In this case, students can not control the opportunity of situational learning and can not establish effective interaction in time.

As shown in figure 3, teachers should retain the blending of multiple interactions, enhance students' information processing ability, knowledge application ability, help them to further master language knowledge and cultivate students' participation through multiple communication channels such as everyone's interaction and human-computer interaction. In the process of initiating teaching activities, teachers should pay attention to the current interactive mode and interactive space, and provide students with the opportunity to process and control dynamic information. In the classroom teaching, teachers can give full play to the teaching advantages of multimedia interactive equipment to help students master the corresponding language knowledge, rely on computers and related equipment to establish a new teaching framework, in the English teaching link, the main channels for students to obtain relevant information come from vision and hearing, teachers can use multimedia equipment to display corresponding teaching content to meet the sensory needs of students, and establish a corresponding teaching resource bank to provide practical support for the development of resources and input of follow-up English teaching activities, while helping students to perceive, judge and adjust their own learning behavior. shows the richness, diversity and openness of classroom teaching.



Figure 3 Experimental teaching

#### **3.2. To Demonstrate the Level of Multi-Level Interaction and Enrich the Forms of Communication**

Under the new teaching concept, the multi-interactive teaching mode has established the teaching framework which takes the learning goal as the center, the learning method as the guidance, the learning process as the practice support, and relies on the teacher's teaching experience and the

modern information technology to develop greatly. Compared with the traditional teaching concept, the multi-interaction still retains the extremely high level and diversity. In the process of learning and accumulation, the students' individualized learning needs can be satisfied, and the students' learning differences can be displayed. After breaking the backward idea of "laissez-faire", the students can master the essence of interactive learning comprehensively by relying on learning monitoring and teaching scope.

Teachers can initiate teaching activities to guide students to take their own learning ability and learning requirements as the center, formulate learning plans consciously according to their learning goals, select corresponding learning contents, and make learning plans, control the learning progress independently, and break the multiple limits of time, space and teaching content[3]. In the context of multi-interaction, teachers can introduce e-teaching plan, audition resources, reading materials and other multi-teaching content, construct the available learning database for students, and register the students' learning gold beans to help students to carry out selective and targeted learning. Depending on the diversified teaching materials, students can complete the synchronous integration of teaching knowledge and learning experience, determine their own dominant position in an all-round way, and enhance their sensitivity to English learning.

### **3.3. Giving Full Play to the Equality of Multiple Interactions and Introducing Teacher-Student Interaction**

In the process of using multiple interactive theory to carry out teaching activities, teachers should respect students' personal consciousness, establish an equal and harmonious interactive environment, respect students' personality experience, cultivate students' spirit of interaction and cooperation and exploration, and rely on the guidance of humanistic consciousness to lead students to actively participate in relevant teaching activities. Under the background of multiple interaction, the merits and demerits of teaching achievement depend not only on the teacher's professional knowledge and teaching skills, but also on the relationship of interpersonal emotion.

In the relevant teaching activities, teachers can use the means of problem solving, video chat, mail management and other means to carry out teaching interaction for students, use teaching resources to build the corresponding network teaching platform, guide students to communicate and learn in time, and create a real language learning and communication circle for relevant learners. On the network platform, teachers can establish multiple interactions between students and students, students and teachers, use video, audio, network phone and other technologies to carry out real-time communication, and create a friendly learning atmosphere. Under the background of teacher-student interaction, teachers can use the network platform to supplement the short board of classroom teaching, fill the uncommunicative teaching defects, rely on the correct guidance of teachers and the active cooperation of students to fully construct a new learning theory. In the context of teacher-student interaction and student-student interaction, students will use their potential to create unlimited possibilities.

## **4. Conclusion**

Multiple interaction is a more efficient teaching method. Compared with the traditional teaching concept, multiple interaction will expand the space of teaching, accumulation and application infinitely, and pay attention to the common between students' thinking linkage and personal emotion. Under the new educational background, teachers should make rational use of the new teaching ideas to help learners master the corresponding English knowledge and enhance the educational value of English teaching.

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