Analysis of the Application of Multi-Dimensional Interactive Teaching Model in College English Teaching

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Abstract: The development trend of economic globalization has made colleges and universities pay more and more attention to the improvement of English teaching. However, the main problems in the current English teaching in colleges and universities, such as attaching great importance to knowledge education, overemphasizing the status of teachers' teaching subjects, and lack of students' interest in learning, have restricted the improvement of English teaching. By applying multi-dimensional interactive teaching mode in college English teaching, such as enriching the content of college English teaching, emphasizing the status of students, and stimulating students' interest in English learning, it is of great benefit to improve the level of English teaching in colleges and universities. In college English teaching, high learning requirements are put forward for college students. Among them, the multi-dimensional interactive teaching mode has a better application effect, which not only can promote the construction of English major, but also contribute to the cultivation of English talents. The article mainly analyzes the multi-dimensional interactive teaching mode, and discusses the practice and application of the teaching mode in college English teaching.

1. Introduction

The multi-dimensional interactive teaching mode regards college students as the main body of English teaching. Through the interaction between teachers and students, the students' enthusiasm for English learning is mobilized, so that students can feel the joy of English learning and actively participate in English learning. In this context, English teachers should pay attention to the classroom atmosphere, do a good job of language input and output, and improve the quality of English classrooms and teaching. The differences between Chinese and Western cultures make the English and Chinese languages different in terms of grammatical structure and sentence expression. In addition, the influence of the test-oriented educational concept makes the college students' speaking ability generally weak.[1] Relying on the multi-dimensional interactive teaching mode, it is possible to enhance the English expression ability of college students through teacher-student interaction, and to meet the teaching requirements of English courses by means of classroom situation setting. College English courses are relatively difficult, aiming at cultivating college students' English expression ability and comprehensive application ability. Due to the constraints of traditional teaching concepts, the English teaching level of some colleges are relatively low, and the students' oral and listening skills are relatively poor, so that they cannot be flexibly mastered. With the help of multi-dimensional interactive teaching mode, college students' English learning initiative can be enhanced, and an open English classroom atmosphere can be created, which can significantly improve the English teaching level of college students.[2]The reform and development of English teaching in colleges and universities aims to continuously improve students' English proficiency, including the practical use of English and the quality of comprehensive English. However, as far as the English teaching situation is concerned in most universities in China, classroom teaching is still based on instilling English knowledge, and it is difficult for students to generate a strong interest in learning, resulting in a relatively low level of learning.

2. Multidimensional Interactive Teaching Mode

"Interaction" refers to the process of interaction between individuals and individuals and groups. On the one hand, it means the exchange of information between different subjects, on the other hand, it refers to the constraints between different elements of communication. Introducing "interaction" into the field of education and teaching are the integration of disciplines, which can strengthen the function of teaching media, enrich the teaching content, and improve and supplement the traditional teaching mode in teaching practice.[2] The multi-dimensional interactive teaching mode emphasizes the student-oriented teaching design, pays attention to the communication between teachers and students and students, and its goal is to cultivate students' ability to process knowledge independently. Multi-dimensional interactive classroom teaching requires the cooperation of teachers and students, which is characterized by the openness of teaching content, the gradual progress of the teaching process, and the permeability of teaching effects. With the changes of society and the development of economy, China has a large demand for high-quality and high-capacity applied English talents. However, the English teaching in many universities in China still uses traditional teachers to teach grammar knowledge, which leads to most of them. Students do not have good English practice skills [3]. To this end, teachers need to reform and adjust the English teaching mode, and require students to be the main body and center of teaching, and carry out classroom teaching through various interaction forms such as group interaction, teacher-student interaction, and student interaction. The multi-dimensional interactive teaching mode is conducive to improving students' self-learning ability and comprehensive use of English knowledge, and is more conducive to cultivating students' sense of teamwork and building a harmonious relationship between teachers and students.
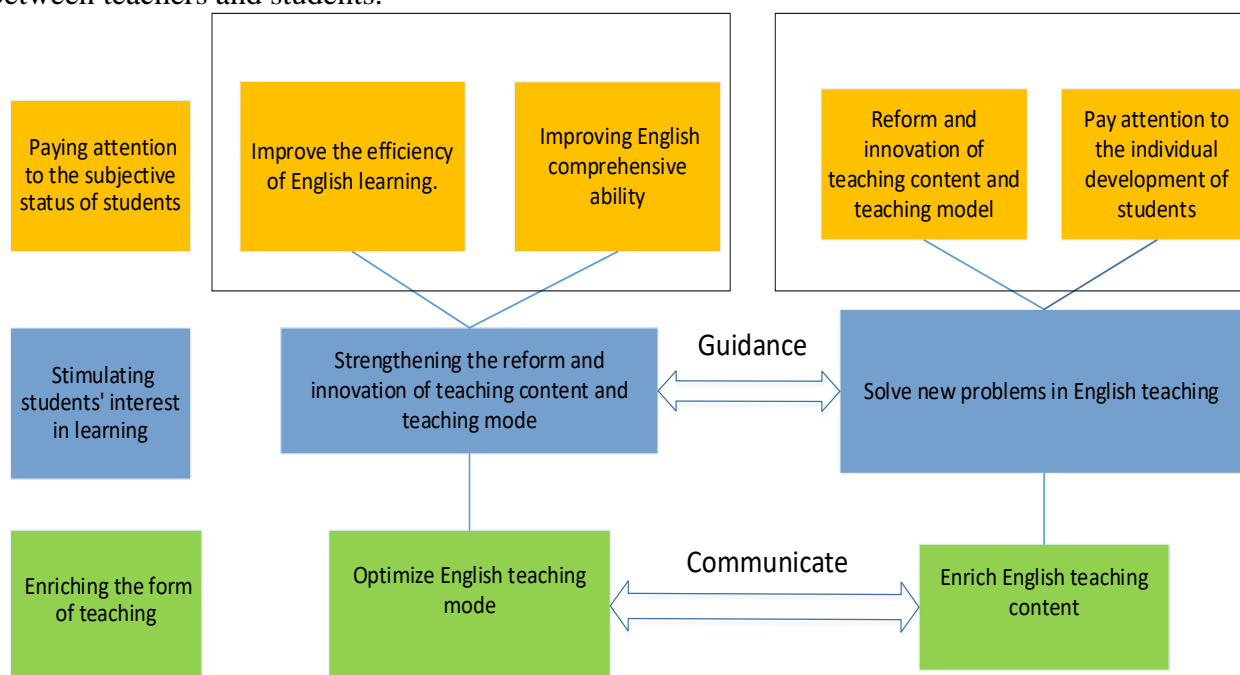

Fig.1 Application of Multi-Dimensional Interactive Teaching Mode in the Classroom

3. Major Problems in English Teaching in Colleges and Universities

3.1 Attach Great Importance to Knowledge Education

The current focus of college English teaching is still on improving students' English test scores, hoping to demonstrate the level and strength of the school in English teaching. Therefore, most college English teachers still use the English test scores as a measure when analyzing and judging the students' comprehensive English learning level [4]. Although China has already introduced a series of reform measures for university subject education, the demand for student learning has not

received due attention. Under such an educational model, students are still instilled with the infusion of English knowledge and cannot apply what they have learned in real life.

3.2 Overemphasizing the Main Role of Teachers

In the teaching process, teachers and students are the main components that are indispensable for classroom teaching, while traditional English teaching always regards teachers as the main body of classroom teaching. Although teachers in the specific English classroom teaching sometimes optimize the teaching content according to the reform requirements, they still cannot create an active and harmonious learning atmosphere.[5] It is difficult for students to form effective communication with teachers and not generate sufficient learning motivation. Teaching has formed a teaching mode of teacher teaching and student death. At the same time, the teacher's self-centered teaching design can't form the interaction between teachers, students and students, and can't understand the students' learning needs and thinking. Therefore, the teaching content can't be developed in the classroom, and the teaching method is also stereotyped, making the teaching process get into a deadlock.

3.3 Students Lack Learning Interest

Most students treat English as if they were treated like mathematics or language, and they are regarded as a subject that needs to be studied, rather than a skill that requires daily communication and communication. Therefore, in the classroom teaching, students will be bound by this kind of thinking, only pay attention to the mastery and memory of English knowledge, but lack the ability to practice, or be ashamed to speak because of fear of mistakes. It seems that dumb English seems to become a habit and normal in teaching. In the long run, it is impossible to establish interest and confidence in learning English. Over time, there is even a misunderstanding of meaningless learning in English. Therefore, in practice, nature will not actively participate in classroom teaching, and the improvement of English teaching level is impossible to talk about.

4. The Application of Multi-Dimensional Interactive Teaching Mode in College English Teaching

4.1 Enhance Teacher-Student Interaction and Build a Harmonious Teacher-Student Relationship

Under the background of the new curriculum reform, college English teachers should change the previous teaching ideas and inculcate classroom teaching mode, affirm the subjectivity of college students in English curriculum learning, and guide and help college students in the course practice, so that they can actively participate in the curriculum. In the English course study, actively communicate and communicate with teachers and classmates to make the English classroom atmosphere more active.[6] Under the background of multi-dimensional interactive teaching mode, English teachers can make the English classroom form and content more flexible according to the English learning situation of college students, and pay attention to the oral and listening situations of college students, and guide them to create open and harmonious. College English learning atmosphere. For example, English teachers adapt text content or popular English original sound films into English dramas, and lead students to rehearse. In this way, students' listening and speaking are trained, and in the interaction, a harmonious teacher-student relationship is constructed.

4.2 Cultivate College Students' English Self-Learning Ability

The multi-dimensional interactive teaching mode is characterized by strong interaction and high participation of students. It can stimulate college students' interest in English learning, and the quality and efficiency of college English teaching are significantly improved. Students are more willing to take the initiative to participate in classroom English learning. In the past, college English classrooms were mainly based on text knowledge.[7] The teaching content and methods were too singular, and the classrooms were not attractive enough. Students were too passive in the process of

English learning. The multi-dimensional interactive teaching mode, through the communication between teachers and students, students and students, makes the classroom interest more obvious, and the teaching activities are also consistent with the cognitive rules of college students, which can make them feel a sense of accomplishment in the process of English learning. Satisfaction. This can cultivate college students' English self-learning ability and help them develop good English learning habits. For example, recent English original soundtrack movies are relatively popular. English teachers can discuss movie themes, encourage students to communicate in English, express their views on classic movies, or write a movie experience to enhance the fun of the classroom.

4.3 Innovative Teaching Methods to Improve the Level of Classroom Teaching

In the process of college English teaching, the multi-dimensional interactive teaching mode is very advantageous, and it is very concerned about the classroom communication and interaction between teachers and students. English teachers should give students full freedom to participate in English classroom learning through scientific guidance. English teachers can try to change the previous teaching ideas, arrange students to learn the text content independently, and answer questions for students in the classroom. Each class is reserved for about 20 minutes. Students are encouraged to read well-known English newspapers, magazines such as "Washington Post" and "Wuthering Heights" and "Pride and Prejudice", and read and exchange reading in class. Feelings and so on.[8] In this way, college students are exposed to the original English, enhance their enthusiasm for learning English, and improve their listening, speaking, reading and writing skills, overcome the fear of college students in the process of English learning, and make them truly love. Use this language and use it flexibly.

4.4 Adhere to the Principle of Students-Oriented and Focus on the Construction of Basic Resources

Colleges and universities should aim at talent training and carry out English teaching so that students can apply what they have learned and strengthen infrastructure construction. According to the requirements of multi-dimensional interactive teaching, set up an English e-learning classroom, strengthen the construction of English listening infrastructure, provide students with a good English listening learning environment, and facilitate the flexible implementation of daily English teaching activities. In addition to local English teachers, it is necessary to increase the proportion of foreign English teachers to ensure that college students can access pure English and Western thoughts, so that college English teaching forms and content are more diverse, giving students full English expression and training opportunities. At the same time, we must establish a sound teaching evaluation system. For example, foreign teachers can recommend local popular English websites for students, so that college students can improve their comprehensive skills by applying these websites.

5. Conclusion

In the process of college English teaching and reform, the multi-dimensional interactive teaching mode has both applicability and fun, which helps to cultivate college students' comprehensive English application ability. English teachers should have a clear understanding of the multi-dimensional interactive teaching mode, and use it flexibly in the English classroom practice to create a good English learning atmosphere for college students, so that they can actively participate in classroom learning and achieve the goal of college English teaching. Promote the improvement of college students' comprehensive English ability.

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