The Application of Interactive Teaching Models in English and American Literature Courses under the Background of Socialization of NMET

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Abstract: Under the background of socialization of NMET, college English teachers are prompted with a positive attitude to explore new teaching model so that English teachers are the first to get rid of the bondage of exam-oriented education, letting the real return to the essence of the English language teaching. To avoid the interference of exam-oriented teaching, together with the present situation of British and American literature course education, English teachers actively promote the application of interactive teaching modes in English and American literature courses.

With the reform of English in college entrance examination, it is imperative to reform the teaching mode of English and American literature in colleges and universities. If we want to reform the course of British and American literature, we must understand what the course of British and American literature is and the educational status of the course of British and American literature[1]. Only by understanding the drawbacks of British and American literature curricula, can we find out a correct education mode.

1. What British and American Literature Courses Are?

What is a British and American literature course? Its English name is history and anthology of English and American literature. British and American literature is a course designed to improve students' ability for senior students majoring in English and students majoring in other majors with the same degree. This course is for students to master vocabulary and professional terms frequently used in English and American literature courses through the study of the history of British and American literature[2]. Through the study of literature history, students can have a deep understanding of British and American culture, religious belief, historical process and ideology so as to improve students' own quality and appreciation ability.

2. Current Educational Status of British and American Literature Courses

A British and American literature course is a required course for senior English majors, which is of high difficulty. A course covers a wide range and a wide range of levels. First of all, teachers need to grasp the history of literature development at a high level, deeply understand its teaching direction and master its teaching level and teaching methods and ways. However, this is not the case[3]. Teachers engaged in British and American literature courses are often unable to achieve professional expertise. Meanwhile teachers' literary quality needs to be improved and teaching methods need to be improved. Learning English and American literature courses also requires students to have solid basic skills and a diligent and serious attitude, but in fact students have poor foundation and low interest in learning literature.

In order to change current educational status of British and American literature courses and improve teaching quality of British and American literature courses, it is necessary to integrate the teaching method of British and American literature courses into the interactive teaching mode so as to promote the future teaching and students' learning to a new level. The real interaction between

teachers and students, between students and students can give full play to students' subjective initiative and independent learning ability[4]. The real interaction between teachers and students, between students and students can stimulate students' innovative thinking. The real interaction between teachers and students, between students and students can improve teachers' teaching enthusiasm. The real interaction between teachers and students, between students and students can fundamentally change the teaching of British and American literature, which is no longer an inherent, traditional and flawed model. In order to make an interactive teaching model enter a British and American literature curriculum, we must understand what an interactive teaching model is, the principles to be followed by interactive teaching, the basic types of interactive teaching and the importance of implementing interactive teaching.

3. What an Interactive Teaching Model Is

What is an interactive teaching model? An interactive teaching mode refers to the interaction between teachers' teaching and students' learning. The concrete manifestation is teachers' subjective teaching and students' subjective learning. It is the mutual relationship between teaching and learning, promoting and developing each other, forming a new type of teacher-student relationship, realizing the interaction between teachers and students, between students and students, between scholars and teaching intermediaries, and producing an effect of students' and teachers' learning and making progress together so as to achieve efficient teaching[5]. An interactive teaching mode is a teaching mode with the goal of making students enjoy learning, learn to learn and be good at learning. The relationship between teachers and students is that of preaching, teaching and clearing doubts. An interactive teaching model combines these relationships and achieves the process of mutual learning and interaction between students and teachers.

4. Teaching Principles to Be Followed by Interactive Teaching

Teachers should follow the principle of subjectivity in interactive teaching

Pay more attention to students and create classes for students. Students are the main body of the classroom. Teachers' teaching plans should adapt to the classroom[6]. The classroom should follow students. Students should create the classroom and lead the classroom direction. Arouse students' initiative of doing and thinking.

4.1 Interactive Classroom Is Mainly About Students' Learning Process.

All the theoretical knowledge and framework concepts taught by teachers are the process of guiding students to find and solve problems by themselves. Teachers must do a good job of guidance in teaching to stimulate students' potential.

4.2 Interactive Teaching Mode Focuses on Communication.

Communication is the most important in interactive teaching between teachers and students and between students, so the principle of communication should be paid attention to. Each student's way of thinking is different, so in the process of communication, problems can be found and solved. After listening to students, a teacher must evaluate this course and his or her students[7]. Each student's understanding is different, so students can do brainstorming. This process can solve problems and broaden students' thinking.

4.3 The Significance of Interactive Teaching Lies in Creation.

The core of classroom is not only teachers' creation but also students' creation. Teachers' teaching methods must be innovative, but under an interactive teaching mode, students' innovation is more important and students must play a prerequisite role[8]. Whether a classroom form is rich and colorful depends entirely on students' ability of hands-on innovation. Check students' thinking and innovation consciousness and encourage students to innovate in order to comply with the development of society.

4.4 The Feedback Principle Is Also Important in Interactive Teaching.

Teachers' self-evaluation, teachers' self-correction, students' self-evaluation and students' feedback are suitable for all teaching modes, especially the principle of feedback in interactive teaching mode. Feedback must be targeted so as to test teachers' teaching level and students' learning efficiency so that problems can be timely corrected.

5. The Basic Types of Interactive Teaching

5.1 A Thematic Approach.

No matter what course, it must be closely around the theme of each course, British and American literature course is no exception. In class, a teacher is responsible for putting forward the theme of the class and then put forward several questions around the theme and then let students discuss and give answers to the questions. In such a class, a teacher is the one who proposes a topic and a problem and a student is the one who discusses and solves a problem. In other words, a thematic approach realizes the interactive teaching of English and American literature courses[9]. This kind of teaching can make theme prominent and distinct. This kind of teaching can make thinking clear. This kind of teaching can make division of labor clear. This kind of teaching can express every student's own views. This kind of teaching can pool every student's ideas. This kind of teaching can mobilize students to actively participate in the classroom and innovative thinking. At the same time, this kind of teaching also has some disadvantages. It is difficult to control the way students ask questions, making it difficult for teachers to answer and delaying the course progress.

5.2 A Problem Induction Approach.

First of all, let students get familiar with the teaching contents of this class and then put forward corresponding questions according to the teaching contents and real life. For teachers, the problems related to students' real life, must be in line with the relevant knowledge involved in this class to solve the problem. In such a class, a student is the one who proposes problems and a teacher is the one who solves problems[10]. The classroom is truly interactive, no matter who puts forward problems or solves them. This kind of teaching has strong pertinence, close connection with real life and highlights practicality. At the same time, this kind of teaching also has certain disadvantages. Because teaching contents must be used to solve problems, it is easy to form a thinking pattern or far-fetched.

5.3 A Typical Case Approach.

Firstly, teachers carefully select typical cases according to teaching contents and students solve problems according to their own knowledge reserves. A teacher makes the judgment to a student to solve the question which is right or wrong and then applies theory knowledge to analyze reason. In this kind of classroom, first a teacher is dominant and then a student is dominant and finally the teacher is dominant again. Regardless of who is in charge, the fact is that this alternating dominant classroom has achieved interactive teaching. This kind of teaching is specific and vivid, interlocking and distinct. At the same time, this kind of teaching also has certain disadvantages. It is too difficult to select typical cases and fresh cases can easily distract students and affect their mastery of theoretical knowledge.

5.4 A Situational Setting Approach.

First, teachers set up specific teaching situations according to teaching contents and put forward relevant teaching questions on situations and then inspire and induce students so that students can think positively to solve problems. In such a class, teachers come first and then teachers and students come together and finally students take the lead. In this way, teachers and students interact to achieve interactive teaching. This kind of teaching has strong practicability, high coherence and keen interest. At the same time, this kind of teaching also has certain disadvantages. It requires very high control of teachers' teaching and higher requirements for students' combining ability. Neither

of the two extremely high requirements can be accomplished without either.

5.5 A Multidimensional Thinking Approach.

First, a teacher presents some established theories or opinions to students, lets students use their brains and speak freely and discuss such theories or opinions, puts forward critical opinions and commendatory opinions and finally identifies which is the best argument. In such a class, teachers are the first and students are the second and teachers are the last. In this teacher-learning-teacher way, the interactive teaching is realized. This kind of teaching atmosphere is active and the discussion is enthusiastic and the question analysis has breadth and depth and thinking ability is strong. At the same time, this kind of teaching also has certain disadvantages[11]. The classroom using this method requires students to have solid basic knowledge, high theoretical level, wide range of knowledge and accurate proof and requires teachers to have strong control over the classroom and high language analysis ability to identify the best argument.

6. The Importance of Implementing Interactive Teaching

The implementation of interactive teaching can mobilize students' enthusiasm and initiative to learn. It is conducive to students to participate in classroom teaching, who become the master of learning. The traditional teaching is to let students learn into students to learn. Such teaching, on the one hand, improves students' learning efficiency. On the other hand, it improves teachers' teaching quality and achieves a real win-win situation.

The implementation of interactive teaching can mobilize students' enthusiasm to fully preview before class. It is conducive to form students' independent learning habits. Pre-class preparation and data search help students develop the ability to solve problems independently.

The implementation of interactive teaching can mobilize teachers' enthusiasm to prepare for class. In order to better each class, in order to have questions which can be answered and in order to control the classroom, a teacher must actively study before class, prepare lessons carefully and carefully design his or her curriculum.

The implementation of interactive teaching can truly achieve perfect combination of teaching and learning. It can truly achieve the integration of teachers and students, truly achieve teachers' and students' interaction and truly achieve bilateral teaching.

In order to keep pace with the reform of the times, we must carry out the application of interactive teaching mode in British and American literature courses. Strive to cultivate students into new talents of the 21st century, who can master multimedia technology, with independent creativity, subjective imagination and hands-on production ability. Students are the main force for the development and progress of our country. Cultivating compound talents will contribute to the society as teachers and universities.

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