

Exploration and Attempt of Student and Student Interaction Effect in College English Teaching

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Abstract: Under the background of today's educational reform, new requirements are put forward for college English teaching, and the "student and student interaction" English teaching model is put forward under this background. As a new teaching mode that emphasizes students as the main body, "student and student interaction" classroom can effectively mobilize students' enthusiasm in the process of English learning, strengthen students' creative thinking in learning, and exercise the comprehensive application ability of English language in the process of communication between students, so as to realize a flexible classroom mode in which students promote each other and teachers guide key points, and finally improve the learning efficiency of English classroom.

Keywords: Student and Student Interaction; College English; Teaching; Exploration; Attempt

1. Introduction

For contemporary college students, English, a language skill, is a necessary tool to help them go to the world and learn more extensive knowledge. A good English learning level can fully absorb the beneficial aspects of English literature and books when students conduct in-depth study of their major, and finally achieve in-depth and sufficient learning effect. This is also a big difference between college English and junior high school English. It is not just to cope with the exam, but to make it better serve their own development in their study and life. However, in the actual learning process, there are still many problems left by the concept of exam oriented education. This paper will discuss these problems and take the basic concept of "student and student interaction" as the guide, and promote the innovation and improvement of college English classroom.

2. The deficiencies exposed in the current college English classroom teaching

In order to better implement the "student and student interaction" classroom model, we must recognize the basic problems existing in the current college English education. By analyzing these main problems and understanding their basic problem logic, we can better design the corresponding solutions for these problems themselves. At present, the main problems restricting the efficiency of college English classroom teaching are as follows:

2.1 The legacy of traditional thinking restricts the vitality of the classroom

For college students, the main role of learning English before going to college is to deal with one exam after another, not to use English as a tool in life, so as to better serve their own life. This traditional examination oriented thinking will still affect these students after entering the university, which will lead to their learning thinking and learning goal in the English classroom of the university. In order to cope with the examination in the university, rather than using English to enrich their life. However, compared with junior high school and senior high school, the English examination in the university is much less difficult and frequency. The reduction of English examination, coupled with the influence of traditional thinking, will naturally not pay enough attention to the English classroom. In the English classroom, whether the degree of learning effort

or classroom vitality, it will appear very low and can not form a good learning atmosphere of positive interaction.

2.2 The classroom model is aging and the quality of teachers is insufficient

In addition to the students themselves, another major factor restricting the efficiency of English classroom teaching is the teachers themselves. For a long time, in China's college English classroom, the teacher's own educational concept is still at the level of more than ten years ago. In the description of classroom content, it is still based on the memory of words, grammar and sentence patterns. Even in the after-school homework and classroom examination, the task given to students is mainly the memory of hard knowledge, and there is a lack of practice in the use of English language itself. Under this teaching mode, students may be proficient in words and sentence patterns and be handy in dealing with the exam, but they can't deal with it well once it's time to communicate and use English. The final result is still unable to escape the strange circle of exam oriented education and use English as a convenient tool for life.

3. An effective way to carry out "student and student interaction" college

English classroom teaching

3.1 Organizing group cooperation, exchanging and completing the task

An important content of "student and student interaction" is to let students interact with each other and return the classroom to students, rather than letting teachers dominate the whole classroom. An important means for students to communicate with each other is the group cooperative learning mode, which can effectively stimulate the enthusiasm of each group member, and teachers can realize the complementary advantages among students in the class through the reasonable allocation of group personnel. For example, students with good oral English but lack of written expression can be allocated together with students with strong English writing ability. Thus, it makes use of the advantages of each student to realize the common progress of students. In the process of group communication, it also exercises students' communication ability and corresponding cooperation spirit, and promotes mutual understanding and communication among students. In the English class, for a classroom problem, the teacher can group and discuss it within the class. When grouping, we should fully consider the specific situation of each student and try our best to let the students in each group have the opportunity to give full play to their views. It is necessary to master English repeatedly in class, so as to maximize the efficiency of using English in groups. At the end of the group discussion, the teacher can let each group choose a representative in their own group to summarize the final views. In this way, a competition mechanism within the class is introduced. In order to perform better, a group will work together to complete and summarize the tasks, and truly achieve the student-centered teaching concept.

3.2 Establishing a communication atmosphere and activating the classroom

form

As we all know, only in a certain context can one better mobilize one's enthusiasm for language communication and be willing to express one's own views. Not only Chinese, but also the use of English. When students are in an interesting and real English context, students can really open their hearts and actively participate in English learning and communication. This requires teachers in the teaching process of English classroom to be good at exploring the factors that can create situations in the content of teaching materials, and fully design them, so as to create an active and interesting English communication atmosphere. For example, when learning the content of the chapter of advertising, teachers can expand it in time. There are many English advertising words that are also called and interesting in daily life, and most of the customers targeted by these advertisements are college students of this age group. Teachers can take this opportunity to guide students to say their most familiar English advertisements, such as Li Ning's "anything is possible", the classic slogan of the Beijing Olympic Games "one world, one dream", and so on; These popular classic advertisements can bring abundant learning and communication enthusiasm to the English learning classroom, make students dare to express and be willing to communicate,

and let them understand that the greatest use of English is not in the test paper, but in our life. They have influenced our world and made it better.

3.3 Watching classic works and imitating excellent clips

In the process of English learning, "language sense" is a very important aspect. A good language sense can help students better master the English knowledge they have learned and apply it to real life. A very effective way to cultivate a good sense of English language and stimulate students' interest in learning is to imitate the excellent fragments of classic film and television works. These classic English film and television materials belong to the very excellent group in the design of lines, which is very suitable for students of this age for reference learning. The teacher can assign relevant tasks to the students, learn and imitate the film clips in their favorite film and television works after class, imitate the pronunciation and tone of the protagonist, and then let the students perform directly in the class, or just record the audio and send it to the class group for class sharing. This oral imitation learning method can effectively strengthen students' oral expression ability, and then increase their understanding of British and American culture shown in film and television dramas. The choice of imitation objects is not only limited to film and television dramas, but also guide students to try reading some novels or speeches, imitate the tone of the characters in these novels and the internal emotion conveyed in the speeches. This teaching method can not only greatly enhance the students' sense of language, but also exercise their expression ability and courage to express themselves, truly realize the students' dominant position in the classroom and improve the practical application ability of English.

4. Conclusion

Any language learning needs to be carried out in continuous practice. Only when we get enough practical exercise can we really use it flexibly, not just in writing, and English is no exception. The teaching mode of "student and student interaction" aims to enable students to fully practice and use English, mobilize students' learning enthusiasm in the classroom through various means, and create rich and colorful classroom learning scenes for them, in order to help them get full language practice in the process of mutual communication. This teaching mode fully embodies the classroom teaching concept of taking students as the main body, which lays a solid foundation for the improvement of students' comprehensive English application ability.

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