

Discussion on the Application of Interactive Mode in English Classroom Teaching in Higher Vocational Colleges

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Abstract: The application of the interactive mode of English classroom teaching in higher vocational colleges can enable teachers to understand the students' learning situation, grasp the students' learning dynamics in time, and then adjust the teaching plan in time according to the students' learning situation and dynamics, so as to improve the teaching pertinence, create a strong learning atmosphere and improve the teaching quality. Therefore, teachers should attach importance to the interaction with students in higher vocational English teaching, and increase the opportunities of interaction with students through situational creation teaching, group cooperative learning and other ways, so as to achieve interactive education, change the phenomenon of passive learning in the traditional teaching mode, and create a strong learning atmosphere to promote the reform of higher vocational English teaching. So how can we effectively interact with students in English classroom teaching in higher vocational colleges? The following article will analyze the application of interactive mode in English classroom teaching in higher vocational colleges.

Keywords: Vocational English; Classroom interaction; Mode application

The application of interactive mode in higher vocational English teaching requires teachers to create a good interactive situation, understand students' learning habits, interest characteristics and other aspects, and then find the opportunity of interaction, so as to effectively interact with students. However, at the present stage, the application quality of interactive mode in English teaching in higher vocational colleges is low, and the overall quality of English teaching in higher vocational colleges is declining, so it is impossible to build an efficient English classroom teaching mode in higher vocational colleges. Therefore, as an English teacher in higher vocational colleges, we should pay attention to the application of interactive mode and lay the foundation for the construction of efficient classroom with Wie.

1. The Application of Interactive Mode in English Classroom Teaching in Higher Vocational Colleges

At present, many teachers in higher vocational English teaching ignore the awareness of classroom interaction, so teachers can't timely understand the problems that students encounter in learning. This phenomenon will lead to the decline of students' interest in learning, because teachers can't give timely guidance and help when students encounter problems in learning, so students' learning enthusiasm and initiative will decline. In addition, there are some vocational English teachers who lack guidance to students in the process of classroom interaction. They often tell students the learning methods and learning contents directly. They do not provide guidance and help to students in the learning process, nor express their own opinions and opinions. This phenomenon will also affect the application quality of interactive mode in vocational English teaching, and cannot build an efficient classroom to promote students' comprehensive development.

2. Application strategies of interactive mode in english classroom teaching in higher vocational colleges

2.1 Interact with students through group cooperative learning

The application of interactive mode in English classroom teaching in higher vocational colleges can be carried out by teachers

in the way of group cooperative learning. The learning objectives can be defined in combination with the teaching content, and then students can learn in group cooperation. This learning mode can enable students to communicate with each other in groups, thus creating a strong learning atmosphere to promote the interaction between students and teachers, breaking the limitations of traditional teaching mode and creating favorable conditions for teacher-student interaction. Because teachers can also participate in group cooperative learning, listen to students' opinions and opinions through teachers' participation, or put forward their own opinions, master the problems encountered in students' learning, guide and improve the content of students' group discussions, so that group cooperative learning can achieve better results, and teachers can also understand students' learning situation in depth. To lay a good foundation for targeted teaching in the future, realize the application of classroom interactive teaching mode in vocational English teaching, and construct efficient vocational English classroom teaching.

2.2 Teachers should actively express their views and opinions in class

In addition to the application of interactive mode in group cooperative learning, vocational English teachers should also actively express their opinions and opinions in class, which can expand students' thinking, enable students to learn English grammar and words under the guidance of teachers, and improve students' learning ability. In addition, the process of teachers expressing their opinions and opinions is the process of interacting with students, and also the process of applying interactive teaching mode to improve teaching quality. For example, in class, teachers can let students say their understanding and opinions about a certain article, or put forward their own opinions and opinions in combination with the content of the article, etc. When students are expressing their opinions and opinions, teachers should listen carefully and give guidance to the content of the students' explanation. After the students have finished speaking, teachers can put forward their own opinions, help students improve the content, realize the interaction between teachers and students imperceptibly, create a strong learning atmosphere, effectively apply the interactive mode, promote the innovation of English teaching in higher vocational colleges, highlight the main position of students and promote the comprehensive development of students.

2.3 Interact and communicate with students through questions

In the English teaching of higher vocational colleges, teachers can use the way of classroom questioning to teach, and let students learn under the guidance of questions through scientific questioning, which can arouse students' curiosity and thirst for knowledge, realize the interaction between teachers and students, and effectively apply the interactive mode to improve teaching quality. In addition, teachers can guide students to conduct more in-depth study through in-depth questioning at different levels, so that students can explore under the guidance of questions, and break the limitations of traditional teaching models. For example, in the classroom, teachers can ask questions using English grammar, let students divergent thinking in the process of thinking about problems, and cultivate students' ability of English language organization and expression. After the students answer the questions, the teachers can continue to ask in-depth questions. In this process, students can conduct in-depth study under the guidance of the teachers. At the same time, the interaction between teachers and students can be realized, and a strong classroom learning atmosphere can be created, so that the interactive model in English teaching in higher vocational colleges can be effectively applied. Not only that, teachers can grasp the students' learning dynamics through the students' answers to questions, and then flexibly adjust the teaching plan in combination with the students' learning dynamics. This can improve the teaching pertinence through classroom interaction, lay a good foundation for the following vocational English teaching, and promote teaching innovation to realize the student-centered vocational English classroom.

2.4 Create a teaching situation to interact with students in the situation

Situation-creating teaching method can also increase the opportunities for teachers and students to interact, because students can also participate in situational learning and inquiry, and teachers can also participate in understanding students' learning conditions, and help students solve problems encountered in learning in time, so as to realize classroom interaction and play the guiding role of teachers, so that students can have a more profound memory of English articles and English grammar learned. For example, in the teaching process, teachers can create teaching situations based on the content of the article, so that students can analyze the grammar, words and understand the content of the article in the context. When students explore and practice in the context, teachers can also participate in it, and with the participation of teachers, students can explore and learn together, encourage and praise students more, help students build confidence in learning, and achieve interaction with students. In addition, students often encounter some problems in English teaching in higher vocational colleges. The existence of these problems has seriously affected the learning efficiency of students. The interaction between teachers and students can effectively help students solve problems. At the same time, students' learning habits, interests and other characteristics can be understood in the context, laying a good foundation for future teaching

reform and in-depth teaching, and realizing the effective application of interactive mode in English teaching in higher vocational colleges.

Conclusion:

In short, the application of interactive mode in English classroom teaching in higher vocational colleges has not only promoted teaching reform, but also stimulated students' interest in learning, and built an efficient English classroom in higher vocational colleges. Therefore, as an English teacher in higher vocational colleges, we should attach importance to the development of classroom interaction, and interact with students by creating teaching situations, group cooperative learning and other ways to achieve teaching in interaction, learning in interaction, understanding students in interaction, and designing teaching methods that meet students' learning needs in future English teaching, so as to achieve the goal of building an efficient classroom and implement the teaching requirements proposed by the new curriculum reform.

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