# Interactive method of teaching english

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**Abstract**: Interactive learning is a technique that seeks to get students actively engaged in the learning process, often through the use of technology. This is in contrast to more passive techniques like the traditional lecture

**Keywords:** interactive teaching, traditional lecture, ability, teaching model.

Interactive teaching is all about subverting traditional classroom roles and behaviour. Have your students teach the class a lesson in groups of 2 or 3. For example, ask students to present a grammar lesson with plenty of examples and develop an exercise for the rest of the students to complete as a group.

Teachers must cultivate the ability of pupils to apply at the same time; they must achieve the overall development of hearing, speech, reading, and writing. Interactive teaching language function refers to the process of communication between teachers and students and between students and students. In this process, students gain knowledge and exercise their abilities. The teaching model is transformed from an open, passive learning into an active learning process, which will help them form a new learning structure model. Interactive teaching mode is a unified process of mutual influence and restriction. Through the information exchange and interaction, mutual understanding and teaching reciprocity are formed. Therefore, interactive teaching has attracted increasing attention. Interactive technology refers to a technology that transforms a traditional space into a novel interactive space through an advanced video motion capture system and a mature three-dimensional game engine. Interactive technology breaks the traditional static space model and integrates the audience into a part of the space. The Internet of Things is considered the future Internet, which includes billions of intelligent communication “things.” Li S systematically reviews the definition, architecture, basic technology, and

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applications of the Internet of Things. Al-Fuqaha A first provides a brief overview of the Internet of Things and then describes some technical details related to the technology, protocol, and applications of the Internet of Things. Sicari S et al. mainly put forward challenges and solutions for the security problems in the IoT and put forward practical suggestions [1]. First, it seeks only formal interaction. This kind of interactive teaching is usually called "programmed interaction between teacher and students." Although teachers are well designed, this knowledge transfer can largely predict students' reactions. The interaction depth is not enough, and most of them are shallow interactions [4]. Because interactive technology requires a way of displaying images, interactive technology is now mainly divided into two parts: projection interactive technology and video interactive technology. Therefore, how to deepen the level of interaction and fully mobilize pupils' abilities is a problem that must be solved in multidimensional interactive teaching. The ground interactive technology is an interactive technology that displays the display effect picture on the ground, and the ground interactive technology is generally realized through the projection interactive technology.

Secondly, although teachers have achieved interaction in the teaching process and fully mobilized the subjective initiative of students, only a few students' interest has been aroused, and most students are in a depressed, passive, and stagnant learning state. There are differences in the amount of knowledge, personality characteristics, psychological characteristics, family status, intelligence, and so on. It is precisely because of the differences of these interactive resources that teachers can not enjoy the monopoly of these resources in the classroom, which will eventually lead to polarization of learning results.

Third, some teachers do not really understand the nature of interactive teaching, mistakenly equate interactive teaching with rigid teaching activities in the classroom, or understand the interaction as "integration" with students, and think that students' discussion activities and classroom game activities are interactive teaching [6]. So, the basic knowledge and skills of primary school students do not meet the standard. On the contrary, it is

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easy to cause many students to develop a bad habit of disrespect for classroom discipline and freedom.

Fourthly, the interaction is mainly focused on teachers. Teachers are still the initiators and controllers of classroom interactive teaching, playing the role of "judge" and "referee." The illusion to students is that they must interact with teachers as much as possible in class, and the interaction with students is not important . In addition, because the number of students is much higher than that of teachers, the interaction ratio between one teacher and multiple students is totally different. This will inevitably lead to a single form of interactive teaching, to a large extent, to prevent students' initiative and creativity.

Fifthly, in the teaching content, there are many cognitive interactions. The topics discussed are all learning contents, but there is little interaction in emotion and values. This situation is not interactive teaching. This is an important factor, and this is also a common problem in college English classes.

Sixth, the content value of cooperative learning is not high, and the lack of necessary preparation before group cooperation and the provision of discussion time are unreasonable, which will cause students to lose interest in group topics, and the cooperation between students is not active enough. Such group interaction cannot achieve a good teaching mode and will eventually waste classroom teaching time [8]. The application of interactive technology in homes, schools, and playgrounds is mainly divided into two categories: one is children's game products and the other is children's playgrounds. On the issue of teacher-student relationship, people have been more concerned about the attitude and the teacher's role in this regard, hoping to create a harmonious relationship. However, this does not mean that students, as a person with independent personality and self-construction abilities, play their own role. In the interactive classroom, the teacher is not an initiator, but a promoter, and the situation of teacher and student is equal [9]. Through this interactive form, students' wisdom and thoughts can be shared and inspired, and students' knowledge structure can be established to improve students' writing ability and teachers' teaching ability. According to the

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theory of interactive teaching, only interpersonal interaction can produce a beneficial learning result. This shows the important role of interaction in learning [10]. However, the traditional teaching method has only teacher-student interaction, which is considered negative or irrelevant. Especially in written teaching in China, this situation is more common. In general, the teacher decides, examines the subject, selects the material, and designs the layout of the article and then the student continues writing; the student's composition is always completed in her own circle of thought. The teacher then corrected the pupils'compositions, and the pupils improved their learning in response to criticism.

The Internet of Things is an extension and expansion network based on the Internet. A large network is formed to realize the interconnection of people, machines, and things anytime and anywhere. The Internet of Things (referred to as IOT) refers to real-time collection of information sensors, radio frequency identification technology, global positioning system, infrared sensors, laser scanners, and other devices and technologies that need to be monitored, connected, and interacted. Objects or processes, collecting various required information such as sound, light, heat, electricity, mechanics, chemistry, biology, and location.

Through various possible network accesses, realize the ubiquitous connection between things and people, and realize the intelligent perception, recognition, and management of things and processes. The Internet of Things is an information carrier based on the Internet and traditional telecommunications networks. The application field of the Internet of Things involves all aspects. The application in the field of infrastructure such as industry, agriculture, environment, transportation, logistics, and security has effectively promoted the intelligent development of these areas, making the limited resources more reasonably used and allocated, thereby improving the efficiency and benefit of the industry.

The difficulty of graduates' employment has always been a prominent problem in China. The international financial crisis has made the current employment situation more severe. Zhang Y analyzed in detail the current status of entrepreneurship in our

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country's universities, combined with the entrepreneurial education model, and innovatively proposed a plan . Functional dependence and the association rule are two important concepts in the database system and are also difficult points in teaching the introduction to the database system. Functional dependence is the theoretical basis for the normalization of a relative shape, which reflects a relationship of limitation between characteristics in relation. Extracting connection rules is an important research content in data analysis. Yao makes full use of the relationship between functional dependence sets of elements and proposes an algorithm to extract association rules based on functional armed, which enriches the teaching concept of functional dependence. In addition, the application of data dependence to the extraction of correlation rules is introduced. They will further study the interconnection rules and data dependence.

The combination of the IoT and English content can improve students' English proficiency at the fastest speed. Through all kinds of possible network access, realize the ubiquitous connection between things and things and things and people, and realize the intelligent perception, recognition, and management of things and processes. The Internet of Things is an information carrier based on the Internet and traditional telecommunications networks. We introduce the IoT in the original English learning process, such as listening to lessons, taking notes, and writing, to guide students to actively use tools for extracurricular entertainment and communication [12, 13]. Radio frequency identification technology is a simple wireless system consisting of an interrogator (or reader) and many transponders (or tags). It transmits radio frequency information to the reader through an antenna, and the reader is a device that reads the information. Because sensors give ordinary objects a new life, they have their own data transmission channels, storage functions, operating systems, and specialized applications, thus forming a large sensor network. This allows the Internet of Things to monitor and protect people through objects. The use of IoT can provide a very strong internal incentive for students. The Internet business of things is just beginning. One of

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the core concepts of cloud computing is to continuously improve the processing capacity of the "cloud" and continuously reduce the processing burden of the user terminal and finally simplify it into a simple input and output device and enjoy the powerful computing processing capabilities of the "cloud" on demand. In these circumstances, if you want to find good work in the future, you must rely on English, the Internet, and the Internet for the things that have developed in recent years [14]. The IoT places English in an international environment. Students can also learn according to their own comfortable rhythm. The Internet of Things is an extended and expanded network based on the Internet. It is a large network formed by combining various information sensing devices on the network, realizing the interconnection of people, machines, and things anytime and anywhere.

Interactive learning is a technique that seeks to get students actively engaged in the learning process, often through the use of technology. This is in contrast to more passive techniques like the traditional lecture.

While the technological part of interactive learning can be intimidating to some, it is important to remember that technology exists to support pedagogy, not the other way around. With that in mind, instructors should evaluate educational technology with an eye toward tools that open up exciting possibilities for their lessons and enhance learning for their students. Anything else should be left by the wayside. Interactive learning is associated with many benefits for students. (Click here for an annotated bibliography on interactive learning.) Group work that is a common element of interactive learning more closely aligns with the collaborative methods of most occupations and professional academics. Research consistently finds that interactive methods correlate with positive student outcomes, such as higher rates of attention, interest in subject matter, and satisfaction (Bligh, 2000; Burrowes, 2003; Sivan et al., 2000).

Interactive classrooms also perform better on measures of student learning. One meta-analysis found that in STEM classrooms with "active learning," broadly defined, student exam scores improved by about six percent (Freeman et al., 2014). In addition

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to greater retention, interactive classrooms perform better (compared to lecture only) on higher-order learning measures of Bloom's Taxonomy, like analysis, synthesis, and evaluation (Garside, 1996). Furthermore, interactive learning is associated with improved learning for typically at-risk students, like minorities and first-generation college students, making it an important part of inclusive teaching (Handelsman, et al, 2007)

Students may initially resist interactive learning methods. Lack of experience with interactive learning, the greater effort that is required of students in interactive learning, and the impression that the instructor is abdicating the "teacher" role can factor into students' resistance. Therefore, it is important for instructors to explain the reasons for interactive learning in general (such as the learning benefits above). Instructors should also explain the specific reasons for each particular interactive learning exercise, provided they have carefully selected methods that are appropriate to learning goals and students' abilities (Felder, 2011).

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