

Exploration of Vocabulary Teaching Strategies in Interactive Teaching Mode

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Abstract

Vocabulary is the basic material of modern language, without which language will completely lose its practical meaning. In modern English language learning, vocabulary is one of the most important and basic language skills that students need to learn and master. Without abundant vocabulary, it is difficult for students to fully develop the five English skills. Therefore, vocabulary learning occupies an indispensable and important position in English learning. However, in the traditional English classroom, vocabulary teaching is extremely boring for students which resulting in low learning efficiency of students and difficult to improve classroom efficiency. Therefore, in order to improve students' core competence and promote the effectiveness of vocabulary teaching, this paper will explore effective strategies for English vocabulary learning based on the new curriculum standards, combined with teaching practice and exploration of interactive teaching mode, aiming to improve the classroom efficiency of English vocabulary teaching, enhance students' enthusiasm for English learning, and provide students with good methods for English vocabulary learning to create a new environment.

Keywords

Vocabulary Teaching; Interactive Teaching Mode; English Teaching.

1. Introduction

1.1. The Main Problems in Vocabulary Teaching

1.1.1. Students' Understanding of Vocabulary is One-sided

Looking through the textbook, you can find that most words have multiple meanings. However, in traditional vocabulary teaching, students only know words by mechanical memory, which leads to students choosing one or two meanings and selectively ignoring others in order to facilitate memory. Therefore, this teaching method is not conducive to students' understanding and application of words.

1.1.2. Vocabulary Teaching Method is Independent

In the current vocabulary teaching design, teachers often take vocabulary, grammar and other knowledge points as relatively independent units for independent teaching. However, in language learning, neither grammar nor words can exist independently from context. Only teaching based on context can better stimulate students' enthusiasm in vocabulary learning.

1.1.3. Students Do Not Master the Correct Learning Methods

In English teaching, teachers should not only guide students to memorize words effectively, but also give some guidance. Help different students to find suitable vocabulary learning methods for their own characteristics, improve the enthusiasm and efficiency of vocabulary learning.

1.2. Purpose and Significance of the Study

In English teaching, many teachers and students will feel that they spend a lot of time in memorizing vocabulary, but the efficiency is not high. The main reason is that vocabulary acquired only by mechanical memorization cannot be remembered well. Neither vocabulary

nor grammar can exist as a separate knowledge point, they need to be taught based on a certain context and the characteristics of students. Therefore, this paper explores vocabulary teaching strategies based on interactive teaching mode, places the classroom in a certain context, and allows teachers to design classroom activities according to different characteristics of students, so that students can effectively acquire and use vocabulary in classroom communication.

2. The Concept of Interactive Teaching and its Feasibility in Vocabulary Teaching.

2.1. The Concept of Interactive Teaching

Interactive teaching is a teaching method that reflects the teaching concept of the new curriculum standard. It regards educational activities as a kind of life exchange and communication activities carried out by teachers and students in the classroom, and regards this dynamic teaching process as an activity that can influence each other between teachers' teaching and students' learning. Therefore, interactive teaching emphasizes the interaction between teaching and learning, and builds a harmonious teacher-student relationship by effectively regulating the relationship between teachers and students and promoting the role of each other, so that the whole teaching activity has more integrity and unity. Interactive teaching respects the subject status of students and emphasizes that teachers are only the guides of students' learning. In order to stimulate and strengthen students' interest in learning, and guide them to gradually transform their interest into a stable learning motivation, so that they can establish confidence in English learning. At the same time, through a series of activities in classroom teaching, teachers can enable students to gradually choose and internalize their own vocabulary learning methods, and then improve their English learning quality.

2.2. Application Significance

2.2.1. Enrich Classroom Content and Enhance Students' Motivation in Vocabulary Learning.

In the interactive teaching process, students can strengthen the understanding and use of vocabulary through interaction with teachers and classmates, rather than just relying on mechanical memorization to acquire vocabulary.

2.2.2. Innovating Vocabulary Training Methods to Improve Students' Vocabulary Application Ability.

Because of the individual differences of students, teachers should adopt different teaching methods according to the learning characteristics of students and the new requirements of current quality education. So as to improve students' enthusiasm in learning vocabulary and promote the classroom efficiency of vocabulary teaching.

2.3. Shortcomings and Deficiencies

2.3.1. It Will Wast of Time.

In the process of interactive teaching, the main body of the classroom becomes students, and teachers need to do a lot of preparation work to create scenarios for students to practice and consolidate in class. Therefore, teachers need to spend a lot of time on organizing students in class, and spend more time on preparing lessons and collecting materials after class. Therefore, compared with the traditional vocabulary teaching mode, the interactive teaching mode is more interesting and the teaching quality is higher, but it also takes more time.

2.3.2. Classes May Get Out of Hand

In the interactive classroom, teachers often guide students to answer questions, so as to achieve the purpose of classroom interaction and communication. Classroom questioning is one of the

main ways of teaching feedback, is the basis of teacher-student interaction, and is also a method and means to inspire students' thinking. But interactive teaching advocates students to communicate and practice as much as possible, if the teacher does not have a good control of the class, it may lead to students too active, classroom discipline chaos, classroom efficiency is low.

2.3.3. Teachers' Ability Requirements are Too High

One of the most important reasons for most teachers to choose traditional infusing teaching is that teachers' own innovation ability and scientific research ability are not enough. However, in interactive teaching, teachers need to read and understand many new teaching methods at present, and then make a change based on the situation of their own class and students, so as to achieve good teaching effects. This is a big challenge for many English teachers.

3. A Strategic Exploration of Interactive English Vocabulary Teaching Classroom

3.1. Creating Teaching Situation and Combining Vocabulary Teaching with Classroom Situation.

Context is an indispensable part of language learning, and vocabulary teaching cannot be separated from context. The creation of teaching scenarios can provide students with a good learning environment and bring them novel experience and perception.

For example, in the study of the Monarch's journey, the teacher can combine the vocabulary of this unit with the theme context of man and nature. In vocabulary teaching, teachers can set vocabulary learning as a small game which named save monarch and divide students into several groups each group will finish the test separately and then score points. The task may be to provide a paragraph and ask the student to select the words provided (preferably the key words of the unit) and fill in the correct blanks.

3.2. Make Good Use of Digital Tools

The rational use of digital tools can make the classroom closer to the actual habits of students, enrich the classroom content, and reduce the difficulty of vocabulary learning.

For example, in the Monarch's journey, the teacher can invite the students to make an electronic file bag about rare animals of our country, and in each article, they should seriously introduce one kind of animal, and the teacher can summarize and make an animal map. In this way, students can not only test their ability to use vocabulary, but also stimulate their interest in learning.

3.3. Make Students a Classroom Resource, Student-centered.

In the traditional classroom, teachers ignore the subjective initiative of students' learning and only output knowledge regardless of students' learning characteristics and willingness.

For example, at the end of the class, teachers can ask students to fill out a self-evaluation sheet, which clearly asks students how well they have mastered the class. Based on this, teachers can provide students with different homework options when assigning classroom assignments, so that students can choose their own homework according to their learning level and vocabulary mastery. For example, students who have a good command of vocabulary can choose writing tasks or other tasks where they can use vocabulary comprehensively. For students with less advanced vocabulary skills, they can choose to fill in the blanks or work in small groups on writing tasks.

3.4. Shortcomings and Deficiencies

3.4.1. It Will Wast of Time.

In the process of interactive teaching, the class becomes student oriented, and teachers need to do a lot of preparation work to create scenarios for students to practice and consolidate in class. Therefore, teachers need to spend a lot of time on organizing students in class, and spend more time on preparing lessons and collecting materials after class. Therefore, compared with the traditional vocabulary teaching mode, the interactive teaching mode is more interesting and the teaching quality is higher, but it also takes more time.

3.4.2. Classes May Get Out of Hand

In the interactive classroom, teachers often guide students to answer questions, so as to achieve the purpose of classroom interaction and communication. Asking question is one of the main ways for teachers to get feedback, is the basis of teacher-student interaction, and is also a method and means to inspire students' thinking. Because interactive teaching advocates students to communicate and practice as much as possible, so teacher must control the discipline in class. If the teacher does not have a good control of the class, it may lead to the class out of control, students will become too active, classroom discipline chaos, so teaching efficiency is low.

3.4.3. Teachers' Ability Requirements are Too High

One of the most important reasons for most teachers to choose traditional infusing teaching method is that teachers' own innovation ability and scientific research ability are not enough. However, in interactive teaching, teachers need to read and understand many new teaching methods at present, and then make a change based on the situation of their own class and students, so as to achieve good teaching effects. This is a big challenge for many English teachers.

4. Conclusion

To sum up, vocabulary learning is very important for English language learning. Teachers should take reasonable means to guide students, make use of interactive teaching mode, create context for students according to the unit theme, and learn vocabulary according to the context, so that vocabulary learning is no longer an isolated unit. Or use modern tools to make learning closer to students' life, so as to enhance students' interest in vocabulary learning. In addition, English teachers should constantly improve their teaching ability and pay attention to and study new teaching methods. Teachers should also take students as the center in teaching, explore different learning characteristics of students, respect their learning habits, and help them find their own vocabulary learning methods, so as to improve learning efficiency.

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