

Application Analysis of Interactive Teaching Model in Primary School Mathematics Teaching

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Keywords: Interactive teaching model, Primary mathematics, Innovation capacity.

Abstract: with the implementation of the new curriculum concept in our country, school education pays more attention to the cultivation of students' comprehensive ability, advocates the interactive classroom teaching model with students as the center, and highlights the main position of students in the classroom, improves students' enthusiasm in class. Mathematics education in primary school plays an important role in cultivating students' logical thinking ability and creative ability and is the key course in primary school teaching. This paper mainly discusses the significance of interactive teaching mode in primary school mathematics teaching, and carries out an analysis and research on its application.

1. Introduction

Primary school education is very important to students. It can help students to form correct philosophy, sense of worth, and also helps students to develop good habits of learning and thinking, which can lay the good foundation for middle & high school study. The traditional teaching mode has not satisfied the educational goal of today's society. It will only restrict the formation of students' thinking and turn them into learning tools rather than masters of learning. Therefore, teachers should update their teaching concepts in time, innovate various teaching methods, regard students as the main body of the classroom, improve the enthusiasm of students to study. Teachers should also increase the interaction between teachers and students to improve the classroom atmosphere and improve students' creative ability and doing homework level by changing teaching methods.

2. The significance of Interactive Teaching Model in Primary School Mathematics Teaching

The interactive teaching mode in primary mathematics classroom mainly lies in the transformation of the role status between teachers and students. The redefinition of teacher's classroom status enables students to show enthusiasm and improve their thinking activity in the classroom. In a relatively dynamic environment, teachers can discuss mathematics and feedback teaching results. Teachers can give guidance to students as a guide or evaluator, help students find the key point of problems solving. In this way, students can feel the pleasure of solving problems and improve the enthusiasm for learning. In the interactive teaching model, teachers should pay attention to the following points:

2.1. Main Position

In the process of teaching, teachers should always pay attention to keep students' main position, guide students to explore problems and solve problems by themselves.

2.2. Practice

Mathematics learning cannot do without hands-on practice. Teachers need to combine mathematics teaching with life, which can help students discover the value of mathematics and cultivate students' ability to apply mathematics.

2.3. Enlightening

The essence of interactive teaching is to train students' thinking and creative ability, which requires teachers to set up teaching questions carefully and arouse students' interest in inquiry, so as to guide students to actively participate in the inquiry learning of mathematics and set up one's own mathematical thinking frame (Jing Yang, 2018).

3. The concrete Application of Interactive Teaching Model in Primary School Mathematics Teaching

3.1. Creating interactive situation and improving teaching efficiency in classroom

Pupils always lack self-control but have strong curiosity. So to fully grasp the pupils' psychology and improve interactive teaching, the teachers need to change the previous boring teaching methods and explore different teaching methods. Interactive teaching requires teachers to be good at breaking through the traditional borders, creating interactive situations, allowing students to actively participate in discussions, and arousing students' desire to learn.

For example, in studying the Nature of Scores chapter, we can take food sharing as the example. On the night of the Mid-Autumn Festival, the mother and the children are watching the moon outside the house. The mother take out three mooncakes for her three children (Xiaoming, Xiaohong, Xiaogang) to eat. The mother divide the first mooncake into two pieces and distribute one piece to Xiaoming. But Xiao Hong say: "Mom, one is not enough, I want two" So the mother divide the second moon cake into four pieces and distribute two pieces to Xiaohong. But Xiao Gang say, "Mom, I want three pieces." And then the mother divide the third moon cake into six pieces and give three pieces to Xiao Gang. The three children begin to eat with particularly satisfaction. So which child get the most? Students start the diacusion. Some say Xiaogang and some say the same without unified answer.The teacher can guide students to use circular pieces of paper instead of moon cakes for practice and clearly get the result: the noon cakes that three children gte are same (Yanli Zhang, 2018). After that, the teacher can introduce the subject of teaching: the nature of score. In such a mode of teacher-student interaction, it can not only improve students' learning enthusiasm, but also help students solve practical problems.

3.2. Interactive Teaching of classroom Games Strengthening

The game interaction between teachers and students plays an important role in the construction of efficient interactive classroom teaching. In view of this, teachers need to change the traditional teaching concept, deeply realize the importance of interactive teaching, and apply it to teaching, the teachers need develop more group games to strengthen the interactive communication between teachers and students. Gradually the long gap between the teachers and the students will disappear and the students will feel funny in the class.In the process of classroom games, teachers should give students full autonomy to play, so that students can actively participate in the games. In the process of the game, teachers should also actively create a learning atmosphere, so that students can maintain a relaxed mood.

For example, when learning statistics, the teacher can divide the students into groups, each group counts the age, height, weight of the group members, and then, through the cooperation of the group, the data of each group can be integrated together. In this process, teachers should join the group of students and help students do the statistics of the data, and select out the final accuracy of these groups and give the corresponding reward. Through the better combination of games and teaching, students can learn to help and interact with each other while learning the corresponding knowledge, so as to deepen the students' impression of what they have learned and to make statistics clear.

Students can also learn how to apply the statistical knowledge and achieve the real effect of learning, improve the interaction of mathematics class (Xiaqing Yu, 2018).

3.3. Carrying out classroom Cooperative Interactive Teaching

3.3.1. Planning group cooperative implementation process rationally

In order to develop cooperative and interactive classroom teaching effectively, teachers should rationally allocate group members according to the students' comprehensive level to create a learning situation for students and set aside some time for discussion and interaction between teachers and students, instead of using the traditional teaching method which teaching is dominated by teachers. The teacher can create the situation of the related problem to arouse the interactive discussion among the students when explaining the mathematics problem to the student and this can encourage the student to carry on the mathematics question verification according to the situation. The student will start thinking through the group cooperation and the interaction positively. The focus of this teaching approach is that students can discuss and think in groups. Therefore, teachers should carefully plan and study the specific process, assign problems to students ahead of time, so that students can make clear the main task of learning, and avoid students' blind learning. So as to achieve the effectiveness of group cooperative learning (Li Li, Wenjie Liang, Feng Xue, 2018).

3.3.2. Perfect evaluation mechanism

Improving the evaluation mechanism can effectively improve the cohesion and competitiveness of cooperative interactive groups, and teachers can improve the interactive teaching in mathematics classroom in this way. For example, when learning stereoscopic graphics, teachers can ask each group to send one representative to compete between groups, and teachers can ask the representative observe the subject and answer the question with limited time. Through this kind of competition, it can promote the students' enthusiasm for learning interaction, so that each student can understand how the three views are obtained. Students can also reward the groups that perform best and reduce the score of the students who perform poorly. After each group has finished answering, the teacher should sum up the concrete performance of each group, praise the group with good performance, and guide the group with poor performance. Through this kind of reward mechanism, we can increase students' enthusiasm for classroom interaction (Shanyuan Shi, 2016).

3.3.3. Seize the opportunity for discussion

When working in groups, teachers should correctly choose the right time for group discussions and solve students' questions by setting up groups to discuss mathematical problems. Teachers should gradually guide students to make common progress through interactive discussion, improve their ability to solve problems, cultivate students' initiative in classroom interaction, and improve the overall quality of mathematics teaching in primary schools.

4. Conclusions

In conclusion, the reform of the teaching model is the inevitable trend of the new curriculum reform. As the product of the new curriculum reform, the interactive teaching mode is of great significance to primary school mathematics teaching, which can help the students to focus their attention on the classroom to a certain extent, strengthen the activity of thinking and improve the classroom efficiency. Therefore, teachers need to change the traditional concept in time, fully reflect the interaction of classroom teaching, and improve the teaching level of mathematics in primary school.

Acknowledgements

This paper is supported by Heihe experimental collective.

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