

Practice Research into Interactive Teaching Modes in English and American Literature Curricula under the Background of Socialization of NMET

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Abstract: With the development of English socialization reform in college entrance examination, talents' cultivation in colleges and universities is very important, which will push us to change our minds and adopt new teaching methods. With the improvement of educational methods, interactive teaching methods are gradually integrated into teaching methods of various subjects, replacing traditional teaching modes. Because British and American literature course is one of compulsory courses of English major education in colleges and universities, this paper is on how to use interactive teaching methods into the practice study of British and American literature course to achieve British and American literature teaching method improvement and explore interactive teaching methods under the new mode of English and American literature teaching.

With the development of English socialization reform in college entrance examination, the courses of British and American literature in colleges and universities must be changed accordingly. In order to promote the reform of British and American literature curricula, the application of interactive teaching modes in this curriculum is advocated. Interactive teaching modes refer to the overall dynamic process of the interaction between teachers' teaching and students' learning. The concrete manifestation is between teachers' leading teaching and students' main body understanding mutually complementary classroom activity process, namely the mutual relationship between teaching and learning. They promote mutually. They form a whole activity of orderly development[1]. By adjusting the teacher-student relationship and its interaction, harmonious teacher-student interaction, student-student interaction, interaction between learning individuals and teaching media can be formed and the influence of human and environment can be strengthened so as to produce teaching resonance and achieve a teaching method that can improve teaching effects. Specific strategies and applications of interactive teaching models are used in English and American literature courses.

1. Students are the Center of Interactive Teaching

The change of traditional education and teaching modes is to better achieve the teaching effect of British and American literature courses. The changed methods must be student-centered interactive teaching modes, which enables students and teachers to exert teachers' subjective role in the interactive process and give full play to students' independent learning ability[2].

Such a new teaching method should be implemented from basic grades, whose students are relatively weak, so that we can arrange English and American literature courses with different degrees of difficulty according to students' different foundations. Students with weak foundations can appreciate and analyze relevant literature works in a superficial way and read some simple books. First, cultivate students' cultural foundations and reading interests in basic grades and ask them to accumulate more vocabulary so as to lay a solid foundation for reading literature works with higher difficulty[3]. For senior students, compared with junior students, they have a good foundation, basic vocabulary and a high inner literary quality. They mainly read some difficult literary works. Through independent study and in-depth research by themselves, senior students'

ability to appreciate in-depth research is mainly cultivated.

The main force of the new interactive teaching mode lies in students, who are required to have a high level of consciousness, subjective learning ability and cultural foundation. Therefore, teachers are required to master teaching processes and teaching levels[4]. Teachers can encourage students to cooperate with each other according to relative difficulty and form a group of joint discussion and research, which can achieve higher teaching goals. Thus, the establishment of new teaching models can improve teachers' skills and increase students' abilities.

A new teaching mode will use a new evaluation method, so teachers' evaluation standard will be changed, mainly to check a teacher's ability to control the classroom, the ability to impart knowledge and the ability to master an interactive teaching mode. Students' evaluation is ordinary grades adding final grades. Ordinary grades mainly include whether students are active in class, whether they attend class on time and how they complete their homework at ordinary times[5]. Final grades are the results of their final examination. Ordinary grades and final grades need to be assessed in a certain proportion. Ordinary grades account for thirty percent of total scores while final grades mainly account for seventy percent of total scores. Under this evaluation mode, the requirements for teachers are greatly increased and the relative difficulty is increased. For students, not only learning has been improved but various abilities have also been increased. This new teaching mode, which strictly requires teachers' ability, makes students get maximum benefits.

2. A Teacher is the Designer and Controller of Interactive Teaching

The classroom under an interactive teaching mode is student-centered. This teaching mode does not mean that teachers' role is weakened but teachers' role is greatly improved, which has higher requirements for teachers' professional level and cultural quality[6]. Teachers must have the ability to take the overall situation into account, control the classroom, guide the classroom and ask students to follow their own teaching direction. Teachers not only need to implement organization and control in the classroom but also need to control their ability after class, timely supervising and encouraging students. This requires students to cooperate and teachers to have a higher sense of responsibility. Whether teachers have the ability and whether teachers are strong enough is one of the most important factors in the teaching process. Students can actively participate if a teacher's ability meets sufficient standards.

In an interactive teaching model, a teacher is the initiator of the classroom. Teachers should have some understanding of students' learning before class starts, guide teaching contents for students in advance, clear obstacles for students, put forward specific requirements for learning knowledge and put forward some perceptual materials for corresponding literary works so as to facilitate students' preview and understanding of materials before class[7]. Teachers can put forward corresponding questions and ask students to finish preview so that students can find problems by themselves and solve them. Teachers can also suggest students to put forward questions through preview so as to train students' ability to question.

After the beginning of the class, a teacher needs to check students' preparation before class and problem solving and assignments as well as the preparation of the next lesson. A teacher can check students' understanding of the last lesson, which is comprehensive or not, or a teacher can check an individual's notes, or a group's courseware and provide corresponding correction suggestions for student's problems. At the same time, teachers can provide a part of class time for students to communicate with each other while checking suggestions. Students must use English when communicating, which can exercise students' oral communication ability, constantly use English to communicate and use vocabulary and English terms in the materials so as to do a good job in starting teachers' work.

In an interactive teaching mode, students and teachers are both participants. In the process of preparing for classes, teachers must fully understand historical background, writing genre, author's writing style and the influence of works and collect various materials. In this way, the comprehensive teaching can avoid students' questions raised in class which will not be unexpected and can be answered correctly. Teachers can put forward problems with different difficulty. Simple

problems can be solved by individual students. Difficult problems need cooperation between students and sufficient preview to solve. A teacher divides students into several groups to make joint efforts[8]. A team leader should be exchanged regularly. A team leader should be required to summarize problems regularly so as to give feedback to a teacher. A teacher asks a skilled students' representative to speak in class and raise questions for discussion so that students can fully communicate. In this way, students' preparation must be very adequate. Only when students are fully prepared, can they participate in teachers' classes and achieve a teacher-student interaction. In this way, English and American literature courses can be vivid and interesting.

3. Notes for an Interactive Teaching

3.1 To Improve Teachers' Professional Level.

For teachers, they must have a high enough professional level, be proficient in British and American literature knowledge, be able to actively correct problems in the teaching process, actively participate in the new model of interactive teaching and constantly improve their own level. Universities should pay more attention to teachers and train them in stages to further improve their skills. It is difficult to implement, but it must be carried out resolutely so that students' source in the future and employment problems can be further improved. Practice is the only criterion for testing truth! The combination of theory and practice requires a certain association of practical ability. Everything is easier said than done and it takes some time to train and implement teachers. So much teaching work does not have to be assigned to teachers of literature courses. Universities can set up different learning development groups composed of teachers with different professional performances[9]. Only when professional performance is high, will technical contents be improved and can different teachers shoulder different responsibilities. Teachers in charge of literature courses can specialize in a literature part and fully explain to students historical background, characteristics of literary writing, genres of works and responses to society. Teachers who are specially responsible for film and television appreciation can fully display the charm of film and television, guide students to watch and improvise in class so as to exercise students' acting ability. There are also teachers who are specially responsible for multimedia technology guiding students and helping them create perfect multimedia works. Make a full display of British and American literary works, make the classroom vivid and more specific and increase students' understanding. In this way, teachers can discuss and learn from each other and teaching level can be improved continuously. Through the discussion between teachers, students' learning weaknesses can be found, which can make up for students' learning shortcomings and create all-round students.

3.2 To Give Full Play to the Role of Multimedia.

Multimedia assistive technology needs to be improved to give full play to the function of multimedia. With the continuous progress of society, a computer has become one of the basic tools of the age and multimedia technology has gradually played a great role, which has been cited in all walks of life. Multimedia technology has the characteristics of large information capacity, wide coverage and rich contents and so on. It plays an important role in the teaching of English and American literature. An interactive teaching mode caters to social progress, so multimedia technology is the teaching technique which an interactive teaching mode must adopt. The use of multimedia technology can increase the capacity of classroom knowledge, expand and extend the knowledge and can also be presented to students in the form of courseware[10]. Through this kind of presentation, students can be impressed deeply and teaching contents and expanded knowledge can be displayed more vividly so that a teaching form is no longer single but diversified and students can learn more easily to understand. Multimedia equipment is the basic equipment of all colleges and universities. The development of a university depends on hardware and software equipment, so university leaders should give high attention, pay attention to the construction of multimedia, more use the Internet and establish a relevant literature classics video library, which needs the support of a university and teachers' joint efforts. At the same time, it is also possible to

collect opinions from students, open to them in a comprehensive way and input the information they try to collect into a selective way so that students can participate in it[11]. It has a positive effect on universities, students and teachers. Through the establishment of multimedia technology, teachers and students have a common platform to promote mutual learning. In this way, students can ask questions from teachers through Internet devices and they can also learn through the Internet to expand their knowledge level. Teachers' teaching efficiency can be greatly improved, which facilitates communication between teachers and students.

With the socialization reform of English in college entrance examination, teaching methods of British and American literature courses in colleges and universities have changed from original cramming or heuristic or oppression to efficient interactive teaching. The interactive teaching adopted in British and American literature courses not only conforms to the reform trend of English in college entrance examination but also improves students' efficiency and interest in learning British and American literature and also improves literary accomplishment level of teachers engaged in British and American literature teaching.

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