

Interaction of Classroom Interaction under the Condition of Modern Educational Technology

Hean Liu

College of Science, Hunan City University, Yiyang, Hunan, 413000, China

Abstract: Classroom teaching is the main position for teachers and students to carry out teaching activities. It is also the position that teachers and students influence each other and grow in parallel. We advocate wisdom, advocating science, humanistic care, life must rely on classroom teaching to implement, therefore, classroom teaching is not pure knowledge and knowledge acquisition, but teachers and students to cognition, aesthetic, communication and interaction of comprehensive development in the process of teaching activities, classroom teaching should be interactive nature the classroom teaching, leaving only simple interaction, to instill or let things drift all-round development of the professional development of teachers, and students will become empty.

Keywords: Modern Educational; Technology; Classroom Interaction

1. Introduction

Study of traditional classroom teaching in the classroom teaching shows that the lack of interaction and feedback between teachers and students is a major problem in teaching activities, the teaching environment and the technical conditions of the traditional teachers are busy with other to deal with the problem of teaching, it is very difficult to take into account the students in Teaching the true feelings and needs [1-4]. Teaching activities often become the only performance of the teacher's solo show. Most of the students just listen passively and play quietly". Generally speaking, there are several main problems in the interaction of traditional classroom teaching [5-9].

The way to solve the problem is single, generally confined to the classroom, the opportunities available after class are very rare, and the communication between the classroom and the teacher is also very limited, the communication between teachers and students is more difficult to achieve.

The problem solving time is low, students in the process of finding problems to solve the problem is relatively long, students are difficult to obtain timely help and solution when there is a problem, and the accumulation of the problem is not conducive to students' autonomous learning, is not conducive to the further development of students' learning. Nature also hit the enthusiasm of students learning.

2. The Role of Teachers in Classroom Teaching

To solve the problem of seeking object scope is narrow and mainly is his teacher, and the teacher because of many reasons, it is difficult to meet the needs of the students.

Teachers are the leaders and controllers of the whole class. The whole classroom teaching mode, teaching methods and teaching strategies are decided by the teacher. There are many ways to improve classroom interaction, among which, how to change teaching methods and teaching strategies is the key point of the method. Over the years, more popular teaching models, such as the problem based, case based teaching methods under the influence of Constructivist thinking. Absorb the "learner centered, teacher led, student body" teaching philosophy, can effectively mobilize the enthusiasm of students learning, improve classroom interaction.

The new curriculum proposed vitality ideal classroom instruction form, the classroom is not only teachers' performance venue, is the communication and interaction between teachers and students of the park classroom to improve not only the training place, but more to guide the development and exploration of students' classroom unknown paradise is not only to impart knowledge of the place, it should be to explore the knowledge, wisdom lit paradise

3. Classroom Interaction of Modern Educational Technology

The powerful interaction of educational technology has led to some changes in the relationship between teachers and students and the form of interaction. Teachers in classroom teaching is not a one-man show starring,

become a partner in teaching activities, the main task is no longer simply imparting knowledge, but to help and guide students to study independently and develop themselves. Network technology provides a very broad interactive platform for classroom teaching, and multimedia technology makes the interactive form of classroom teaching become more lively. In the education of technical support, in the classroom of students can think independently and express opinions, group discussion students can also use network communication tools such as e-mail, voice mail, electronic bulletin boards, newsgroups, chat rooms, computer conferencing and other communication software whenever and wherever possible participation in teaching, communication and discussion in class, even can be an expert guidance.

Research shows that the full and free interaction between teachers and students is very important in teaching. However, due to the limitations of various conditions, the asymmetric information interaction between teachers and students in traditional classroom teaching, students can only follow the teacher's way of thinking, passive learning. The transfer of traditional teaching information flow is one to many teachers one-way transfer mode to many students, only a few students get short time expression opportunities. Classroom teaching information exchange and feedback efficiency is generally low: first, information communication is not comprehensive, generally only knowledge exchange, emotion, attitude and other information exchange is less. Two, the information feedback lags behind, and the feedback of students' learning effect often appears in the end of the examination link, therefore, it does not play a role in diagnosis and regulation.

The function of human-computer interaction computer constructs new interpersonal space and make the teaching information feedback platform, from one-way type into a two-way and multi way, strengthen the teaching in the process of interaction and feedback effect, especially suitable for personalized education, teaching, cultivate the comprehensive talents of high quality. Teachers and students can use a variety of communication software such as E-mail, BBS, virtual chat room, virtual classroom, forums and other software for full and timely virtual communication. This kind of communication overcomes the rigid effect in the reality communication, and makes the communication become the freedom and conscious activity of the students. The students encounter problems in life or study, or produce inspiration and experience. They can communicate with their teachers or peers at any time. The development of the network can easily introduce the subject experts into the teaching and participate in the discussion and exchange. In this universal and free network communication, students can experience the acceptance,

encouragement and understanding between people, and experience the learning and stealing, thus enhancing the continuity of learning.

4. Conclusions

In general, the application of multimedia technology in classroom teaching has gradually become popular, which is the overall trend of multimedia technology in the development of contemporary education. Admittedly, multimedia technology has brought great changes to the classroom teaching, and promote the development of subject teaching, multimedia courseware has many abundant knowledge, enhance the richness of teaching content, stimulate students' interest in learning, make the abstract knowledge more vivid and intuitive, greatly improve the teaching effect. However, at the same time, any new things often have their shortcomings, multimedia technology is no exception, the key is to see how the educators to control the application of multimedia technology in classroom teaching. Different teaching should be adopted according to different teaching objects and different subject contents.

References

- [1] Jonathan J. Faig, Alysha Moretti, Laurie B. Joseph, Yingyue Zhang, Mary Joy Nova, Kervin Smith, and Kathryn E. Uhrich, Biodegradable Kojic Acid-Based Polymers: Controlled Delivery of Bioactives for Melanogenesis Inhibition, *Biomacromolecules*, 2017, 18(2), 363-373.
- [2] Lv, Z., Halawani, A., Feng, S., Li, H., & Réhman, S. U. (2014). Multimodal hand and foot gesture interaction for handheld devices. *ACM Transactions on Multimedia Computing, Communications, and Applications (TOMM)*, 11(1s), 10.
- [3] Yizheng Chen, Fujian Tang, Yi Bao, Yan Tang, *Genda Chen. A Fe-C coated long period fiber grating sensor for corrosion induced mass loss measurement. *Optics letters*, 41(2016), pp. 2306-2309.
- [4] Yang Du, Yizheng Chen, Yiyang Zhuang, Chen Zhu, Fujian Tang, *Jie Huang. Probing Nanostrain via a Mechanically Designed Optical Fiber Interferometer. *IEEE Photonics Technology Letters*, 29(2017), pp. 1348-1351.
- [5] Weisen Pan, Shizhan Chen, Zhiyong Feng. Automatic Clustering of Social Tag using Community Detection. *Applied Mathematics & Information Sciences*, 2013, 7(2): 675-681.
- [6] Yingyue Zhang, Qi Li, William J. Welsh, Prabhas V. Moghe, and Kathryn E. Uhrich, Micellar and Structural Stability of Nanoscale Amphiphilic Polymers: Implications for Anti-atherosclerotic Bioactivity, *Biomaterials*, 2016, 84, 230-240.
- [7] Jennifer W. Chan, Yingyue Zhang, and Kathryn E. Uhrich, Amphiphilic Macromolecule Self-Assembled Monolayers Suppress Smooth Muscle Cell Proliferation, *Bioconjugate Chemistry*, 2015, 26(7), 1359-1369.
- [8] Dalia S. Abdelhamid, Yingyue Zhang, Daniel R. Lewis, Prabhas V. Moghe, William J. Welsh, and Kathryn E. Uhrich, Tartaric Acid-based Amphiphilic Macromolecules with Ether Linkages Exhibit Enhanced Repression of Oxidized Low Density Lipoprotein Uptake, *Biomaterials*, 2015, 53, 32-39.
- [9] Yingyue Zhang, Ammar Algburi, Ning Wang, Vladyslav Kholodovych, Drym O. Oh, Michael Chikindas, and Kathryn E.

Uhrich, Self-assembled Cationic Amphiphiles as Antimicrobial Peptides Mimics: Role of Hydrophobicity, Linkage Type, and

Assembly State, *Nanomedicine: Nanotechnology, Biology and Medicine*, 2017, 13(2), 343-352.