An Analysis of the Role and Impact of Teacher-Student Interaction on Establishing a Student-Centred Classroom Teaching Model

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Abstract: In the context of the new round of basic education curriculum reform, the status of the student-centered classroom teaching model is becoming more and more important, while teacher-student interaction promotes the development of this teaching model to a certain extent. By analyzing the student-centered classroom teaching model and teacher-student interaction from many perspectives, this paper aims to explore the role and impact of teacher-student interaction on this teaching model. This paper argues that teacher-student interaction in the classroom can improve classroom efficiency, enhance the quality of teaching, create a positive atmosphere, and motivate students. Based on this, the paper puts forward the following suggestions, teachers should fully explore the potential of students according to their differences and provide personalised guidance for students. It also promotes the construction of students' knowledge systems and the realization of their personal goals, promotes the development of students' critical thinking and independent learning abilities, and helps them to achieve better learning outcomes.

Keywords: Teacher-student interaction, student-centered, classroom teaching model, PWP teaching model

1. Introduction

In today's era of rapid development, education makes a great contribution to nurturing talents and promoting social progress. There is a growing awareness of the importance of the student-centered teaching model, which promotes the quality of teaching and students' learning achievements, is more responsive to the trends of the times, and meets the needs of the development of the times.

In the traditional teaching mode, students tend to passively accept the knowledge instilled by the teacher, lack of independent thinking and critical thinking, the understanding and mastery of knowledge is often not the optimal effect. Constraining students' abilities is detrimental to the performance of learning effectiveness [1]. The student-centered teaching model, on the other hand, enhances the motivation and effectiveness of learning and fosters and develops students' competencies. Through teacher-student interaction, it can also effectively stimulate students' confidence. To a certain extent, teaching is innovative and promotes the development of teaching quality improvement, which contributes to the smooth running of the teaching process and the better

implementation of the student-centered teaching model. Based on this, this paper analyses the teacher-student interaction and student-centered classroom teaching model.

2. Student-Centered Classroom Teaching Model

2.1. Meaning and Methodology of the Student-Centered Classroom Teaching Model

With the progress and development of the times, the traditional teaching mode of "teachers teach and students learn" can no longer meet the requirements of the times. Therefore, a student-centered classroom teaching model should be adopted. The model refers to putting students in the first place, giving full play to their subjective position, understanding them deeply, meeting their needs, and providing them with personalized guidance [1].

In addition to traditional classroom teaching that focuses on increasing teacher-student interaction, there are innovative teaching methods that emphasize teacher-student interaction. There are several typical examples of current innovative teaching methods. First, a flipped classroom can be used [2]. Flipped classroom means that students learn relevant content before class, for example, through the MOOC content released by the teacher before class, they first have a simple understanding of the knowledge they learned in advance, and when they encounter problems, they don't understand, they will find the answers in class through group discussion in class and practical exploration [2]. This improves the efficiency of the classroom, while listening with questions is more conducive to student's concentration in the classroom and promotes the absorption of knowledge.

Secondly, the game-teaching method can be used [3]. In the teaching process, combined with the contents of the appropriate game activities, such as setting up a ring challenge in small groups, which helps to stimulate students' learning motivation and learning enthusiasm. Classroom engagement is increased through class-wide game-based instruction [3]. Students are allowed to learn by playing and learning the fun of learning [3].

Thirdly, the contextual teaching method can be used [3,4]. By creating a context for the knowledge points, such as playing related videos and songs to enhance students' experience and participation [4]. In creating the situation, attention should be paid to authenticity, so that students can get the feeling of being there, guide students to take the initiative to explore the discovery, draw their conclusions and insights, and enhance the student's sense of experience and sense of acquisition. At the same time, turning abstract knowledge points into situations for students to experience will also help them to grasp and absorb the knowledge.

The above methods are based on ensuring the quality of teaching, and teachers change the classroom subject from teachers to students by actively changing the classroom teaching mode.

2.2. Significance of the Student-Centered Classroom Teaching Model

Teachers give full play to the role of the student body in the teaching process, insisting on a student-centered approach from the student's perspective. Interacting with students and adjusting the classroom teaching mode on time according to students' learning interests, their mastery of knowledge, and their learning effects, helps to fully explore students' potential, improve students' classroom participation, and cultivate students' learning initiative and independent problem-solving ability [1].

When students are the main subjects of the classroom, they will actively explore the content they are interested in, and take the initiative to acquire new knowledge, and internal motivation increases. Teachers can incorporate Bruner's theory of discovery learning to fully realize students' potential and allow them to actively explore, a process that emphasizes the importance of students' initiative in learning and active thinking to increase their external motivation. Through group discussions and other activities, learning motivation is effectively stimulated, which is conducive to students' independent and cooperative learning and provides a platform for students to share their views and

make discoveries from their peers. It is also conducive to the achievement of students' personal development goals, which will enable them to better participate in the classroom. The teacher's role is more flexible at this point, moving from being a transmitter of knowledge to a facilitator of student learning, providing personalized guidance and learning strategies [1]. At the same time, students can improve their independent learning ability through this teaching mode, and their exploration of knowledge, can increase the degree of understanding and comprehension of knowledge and construct their knowledge framework. Through self-directed learning, students explore the unknown and discover new knowledge as a way to improve their learning ability. The process of independent learning also promotes the development of creative and critical thinking.

3.   Teacher-Student Interaction

3.1.   Teacher's Role in the Classroom

In the traditional teaching model, the teacher is the exporter of knowledge and the guide of student learning. In the new education model, such as in the student-centered classroom teaching model, the teacher is the complement of knowledge and the supporter of student learning [1]. This is more evident in the zone of nearest development of student learning. Without the help of a teacher, students will rely on what they already know to solve a problem, but the answer may not always be the optimal one. When teachers are present, they effectively reduce uncertainty and the risk of failure by guiding and assisting, providing ideas and approaches to student learning, pointing out goals and directions, and helping students to solve problems, as well as stimulating motivation and interest in learning to achieve the desired level. Through guidance and encouragement, teachers help students gradually explore their potential and develop more comprehensive and excellent problem-solving skills.

3.2.   Current Situation and Problems of Teacher-Student Interaction

3.2.1. Inadequate Teacher-Student Interaction

Nowadays, in some classrooms, teachers and students have less interaction, the whole course is still mostly based on the teacher's lecture, and the lack of interaction and communication between teachers and students is not conducive to the mutual exchange and understanding between teachers and students. Teachers do not give full play to the main role of students, which is not conducive to the development and enhancement of students' abilities [5]. The reduction in the frequency of teacher-student communication, to a certain extent, also hinders the teacher's understanding of the students, unable to adjust the classroom rhythm and teaching progress on time according to the student's feedback, so that the teaching effect is greatly reduced, and also reduces the students' motivation to learn [5]. At the same time, the reduction in the number of ways for students to express themselves in the classroom is not conducive to the development of self-confidence and the enhancement of student's ability to express themselves.

3.2.2. Influenced by Examination-Based Education

Some teachers over-pursued test scores, thus neglecting the quality of education of students [5]. This phenomenon is more common in middle and high schools, where classes are taught for the sake of exams, and learning is done for the sake of exams [5]. Some teachers are obsessed with instilling the so-called knowledge points into students and asking students to "remember", but not to talk about the logic and principles behind the knowledge points, which reduces the way of self-expression of students in the classroom, which is not conducive to the construction of the knowledge network of the students, and also is not conducive to the cultivation of the students' self-confidence and the

enhancement of their ability to express themselves [6]. Students are passively receiving knowledge points, failing to think critically, and training their minds less.

4. Suggestions for improving the effectiveness of classroom teaching and learning

4.1. Optimisation Strategies

4.1.1. Adhere to the Student-Oriented

In the process of classroom teaching, teachers should make the students' main body status to maximize the play. Since there are differences in the learning levels of students within the class, teachers can implement tiered teaching based on individual-level differences during the teaching process [7]. According to the learning situation of each student, different learning strategies and learning tasks are developed to promote the quality of teaching and learning [7]. Students are divided into learning groups according to their learning level, so that they can learn and promote each other in an environment that suits their ability level, in which they will be more active in expressing their views and more efficient in participating in classroom activities, meeting the needs of students' personality development and promoting knowledge absorption. The implementation of tiered teaching better takes into account the different learning styles of each student, and can better provide students with personalized educational resources to meet their individual and diversified needs, so that students can learn according to their level of ability. For students, the uniform progress in the traditional classroom does not apply to every student, and the progress is too fast or too slow, which will have an impact on students' learning motivation, and in serious cases, even produce an aversion to learning. Student-centered hierarchical teaching also provides students with more opportunities for independent thinking and space for exploration, promotes the development of student's creative ability and flexible thinking, and fully realizes their potential [8].

4.1.2. Optimising the Effects of Teacher-Student Interaction

Teacher-student interaction is an important part of classroom teaching, which can effectively strengthen teacher-student interaction and communication. Teachers can capture students' deficiencies in time and guide them to help students' cognitive development. Students can ask for advice and get feedback in time when they encounter difficulties, which improves their learning efficiency. Classroom questioning is one of the links of teacher-student interaction, and different words used by teachers and students to answer questions will produce different classroom effects [9]. Teachers use passionate and contagious questioning methods can enliven the classroom atmosphere and improve the quality of interaction, and affirmation or encouragement of students' answers can stimulate students' interest in learning [10,11]. Teachers build "scaffolding" for students to solve problems through interactive discourse, which facilitates the establishment of a knowledge system, enables students to develop high-quality thinking, and fosters problem-solving skills [11]. In addition to classroom questions, teachers need to adopt more diverse forms of interaction to make teacher-student interaction more effective [9]. Through teacher-student interaction, the teaching and learning environment is optimized and the teacher-student relationship is enhanced. Teachers should pay attention to effective communication, gain a deeper understanding of students' needs, and guide students to actively explore.

4.2. Specific Practices

This component is analyzed with the PWP teaching model [12]. The PWP teaching model involves dividing the task into three parts: pre, while, and post, and developing different teaching strategies based on the different characteristics of each part [12].

4.2.1. Pre

Teachers and students make full use of the online education platform. Teachers can post discussion questions related to the content of the lesson to the online education platform in advance for students to discuss and respond to. Students can also upload what they would like to learn in this class to the online education platform. At the same time, teachers can also release online tests before class to check students' preview results. Through students' responses to questions and quiz results, teachers can better design teaching and optimize the curriculum.

Pre-lesson sharing by students with what they have learned. Teachers can have students engage in pre-lesson activities such as pre-lesson speeches and pre-lesson story sharing aimed at deepening students' understanding of the context of their knowledge, depending on what is to be taught in the lesson [12]. Through the setting of this activity, students' interest can be effectively attracted, students can be better introduced into the classroom, and students' oral expression ability will be improved. At the end of the pre-course sharing, if time permits, in addition to the teacher's evaluation, students can also be allowed to comment, which on the one hand, promotes interaction between students, and on the other hand, stimulates students' learning initiative and motivation [12].

4.2.2. While

Students carry out group cooperation [12]. Teachers can set up different topics for each group according to the content of the course, so that students can discuss and communicate through the group, and jointly negotiate the results of the cooperation of their respective groups, aiming to enhance the student's sense of cooperation and ability, and provide a good platform for everyone to express their views on the proposal [12]. Through the division of labor within the group, the teacher can have an understanding of each student's participation, comment on the student's performance in time, and help them to solve their difficulties.

Teachers use multimedia technology [13]. Teachers can unfold the teaching content by showing audio, video, pictures, etc. Through the audio-visual combination of multimedia technology, teachers can diversify the means of teaching, the abstract knowledge is shown to the students, and students can also have a more intuitive understanding of the content, which will help students to understand and master [13]. However, it is necessary to pay attention to the form of complementary, content-based, the form purpose is to carry out better teaching and learning activities, and must not be form rather than content, reversing the priorities, with the help of multimedia technology, the hope to achieve twice the result with half the effort, but never twice the effort [14].

4.2.3. Post

Teachers provide a wealth of learning resources. Similarly, teachers can make use of online education platforms to provide students with relevant learning resources, such as bibliographies and curriculum resources, to broaden students' learning channels, open up students' learning horizons, enhance students' motivation to learn and cultivate students' self-study ability. Teachers provide feedback and answer questions. By correcting students' work, teachers can understand each student's mastery of knowledge, provide timely feedback to students, help students correct and improve, and answer

questions. Teachers are also able to check their results and reflect on them to make their teaching more effective.

5. Conclusion

Through exploratory arguments, this paper argues that teacher-student interaction plays an active role in student-centered classroom teaching. Good teacher-student interaction improves classroom efficiency and promotes knowledge absorption. At the same time, teacher-student interaction can enhance students' motivation to learn, strengthen students' autonomy in learning, promote students' critical thinking, and stimulate their interest in learning. However, in the process of implementing this model, teachers should avoid deficiencies as much as possible, give full play to the advantageous role of the student's subject position, provide students with learning assistance, achieve heuristic teaching, and optimize learning strategies and environment. In conclusion, the model plays an important role in both the development of students' literacy, the enhancement of teachers' professional competence, and the reform of the modern teaching model, and educators can appropriately promote the use of the model to provide students with better quality education for their future development.

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