a non-private studio. In this respect, does make it possible for the teacher to individualize their approach of teaching to individual students at any given time. Hence the suggestion by the theory that there are possibilities that different repertoire is likely to demand distinctive choral sounds. The sounds that are delivered by the chorus have the possibilities of being modeled as well as being shaped in the process of engaging in the warm-up process in order to meet the required demands that the repertoire are having. In the same way it makes the aesthetics of the conductor to be effective while administering the bel canto methodology while teaching the choral singing. So delivering the standard and the most effective teaching process for the learners and the whole chorus.

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SOCIAL INTERACTION OF FOREIGN LANGUAGE LEARNERS IN ONLINE LEARNING ENVIRONMENT

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In an online learning environment, foreign languages learners' communication and interaction with teachers and peers can alleviate the sense of isolation and helplessness caused by spatial and temporal boundaries, and enhance foreign languages learners' participation and motivation. This article discusses the meaning of social interaction and its importance for online foreign languages learning through literature study. The article briefly covers the problems of teacher-student social interaction in the current online foreign languages learning environment and discusses the factors that affect foreign languages learners' social interaction. The way to increase social interaction is to promote student-student communication, interaction, discussion and negotiation, thereby increasing foreign languages learners participation and engagement, satisfying foreign languages learners' needs for a sense of belonging.
Keywords: online learning; foreign language learners; social interaction behavior; online learning community; constructivism; supportive feedback.

In an online learning environment, information sharing and emotional exchange between a teacher and a learner, a learner and a learner is called social interaction. The interaction of learners with teachers and peer learners is the basis for the continued stable development and perpetual vitality of online education. Active negotiation, discussion and interaction can not only promote foreign language learners' understanding and internalization of knowledge, but also improve foreign language learners' participation. In addition, it can alleviate the loneliness caused by the time and space boundary of foreign language learners and meet their knowledge and emotional needs. This article is important for promoting foreign language learners' motivation to interact. Because the problems of social interaction in an online

foreign language learning environment are analyzed, influencing factors are discussed and an online foreign language learning community of practice platform based on connectivity is constructed. This article briefly describes the research background and significance of learner social interaction in online learning environments. A review of research on social interactions in online learning environments from different countries is presented.

In online education, teachers and students are separated from each other in time and space, and the physical distance also creates a psychological distance between teachers and students. Due to the lack of supervision, guidance and accompaniment from teachers and classmates, independent learning gradually evolves into «isolated learning», and the lack of priori knowledge and problem-solving ability in the face of the unorganized and warm learning environment combined with the high-intensity learning content and difficult learning tasks inevitably brings emotional deficiencies to foreign language learners. The lack of priori knowledge and problem-solving skills inevitably brings emotional deficits, internal and external cognitive load, the emergence and derivation of a series of problems that lead to low completion rates and high dropout rates in online courses, which have become an urgent problem for online education.

Group interaction or social interaction in online learning environment is the communication and interaction between teachers and students, and between students, which is an important link and bridge for emotional communication, knowledge cascading and knowledge transfer between teachers and students, an intrinsic motivation to maintain the vitality and vigor of online education, and an important way to improve learners' participation and course engagement. The positive interaction between foreign language learners and teachers and the friendly cooperation among foreign language learners in online learning environment provide entry points to solve the crux of online education. Social interaction brings many advantages for online foreign language learners. However, the interaction between teachers and students in the online education environment is different from the face-to-face interaction in the traditional classroom, where teachers can intervene and guide students' learning behavior by observing students' expressions and understanding their learning status and personality traits, thus promoting students' motivation and interaction. In contrast, in the online learning environment, teachers and students are in an unfamiliar relationship due to the time and space boundaries, and teachers cannot precisely understand students' learning styles, nor can they monitor and give timely feedback on students' learning status and needs.

Social interaction is the endogenous driver and foundation for the continued and robust development of online learning. Chen Li defines social interaction as interaction between students and teachers and between students and students [1, p. 15]. Chen Wei Dong understands under social interactions in virtual learning communities subject-based interactions between platform and administrators and users [2, p. 119]. Li Yi defines social interaction as an interactive behavior in which adult learners construct their own cognitive activities by transferring information and exchanging ideas with teachers and other learning partners [3, p. 38].

Social constructivism which was developed by L.Vygotsky emphasizes the importance of «interaction» in learning. It has the following views:

- The knowledge perspective, in which individuals construct knowledge through interaction with others in a social and cultural context, and emphasizes the importance of social context and interaction in the construction of individual knowledge;

- The student view is that students are the main body of learning activities, and they construct knowledge based on their existing knowledge and social interactions with others, while teachers only play a facilitating and guiding role;

- The learning view is that knowledge is not acquired by teachers, but by learners in a certain context, with the help of teachers and peers, and through their own construction of meaning using relevant learning resources [4, p. 8].

The social constructivist perspective shows that learning is a process in which learners actively construct their own understanding and knowledge through interaction with teachers or peer learners in

certain social contexts. The most representative teaching paradigms of social constructivism are contextual learning and anchor-based teaching. Both paradigms emphasize the importance of context, problems, and teacher guidance for student learning. Therefore, teaching and learning under social constructivism should pay special attention to communication and cooperative learning between teachers and students and among students. At the same time, the teacher's position and role should also be addressed. Instead of «filling in» students with ready-made knowledge, the teacher should provide assistance and scaffolding to students, guiding them to independently identify, understand, and solve problems.

Scholar Moore first proposed to classify interactions into learner-learning content interactions, teacher-student interactions, and student-student interactions. Based on this, D. Hillman added the fourth type of interaction, learner-learning interface interaction [5, p. 3]. Early research focused on content analysis models of social interactions. With the influence of social interaction on online learners' learning, researchers gradually began to focus on the influencing factors of social interaction, and the ways and strategies to enhance learners' social interaction.

There's the huge impact of social interaction on online learning. A. Sunar found that high Massive Open Online Course (MOOC) attrition rates and low course completion rates were due to lack of motivation, learner isolation, and lack of interaction, and showed that dropout rates decreased when learners engaged in frequent social interactions [6, p. 3]. K. Hone's study found that learning interactions, course content, and perceived usefulness combine to influence learner retention [7, p. 3]. Chin-Hsi Lin's study found that learner-instructor interactions have a positive effect on learner satisfaction [8, p. 3].

Hone used empirical research to find that learner-learner interactions and learner-teacher interactions have an impact on learners' willingness to continue learning. T. Sinha used data analysis of MOOC discussion forums to find out that those who participated actively in discussions at the beginning of the course had a long duration of learning and that learners who were chronically centered in the forums [9].

To improve learner engagement and interaction, J. Chen simulates a virtual classroom on the Second Life platform, transforming online users into virtual teachers and virtual students, and allowing learners to collaborate and interact with other virtual learners. Note designed a VR classroom for online learning and created virtual classmates based on the issue that the lack of peer companionship and social interaction may increase learners' isolation and loneliness. The experiment shows that the method can enhance learners' sense of companionship and improve learners' learning experience and completion rate [10, p. 154]. Cho mentioned in his study that online instructors use scaffolding strategies such as facilitating interaction between learners and instructors and among learners by engaging in discussions, posting regular messages, encouraging students to ask questions, actively monitoring students' progress, and recognizing students' contributions to the course [11, p. 110].

Studies have shown that social interaction can alleviate learners' isolation, increase course completion rates, reduce dropout rates, and improve learners' sense of belonging and identity. It helps teachers and instructional administrators to understand the cruxes and influencing factors of social interaction between teachers and students and among students in online learning environments, and provides reference values for the design of teachers' instructional interaction activities and the development of administrators.

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THE APPLICATION OF VOCABULARY TEACHING METHODS IN TEACHING ENGLISH LANGUAGE

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Vocabulary is an important part of English language knowledge. In the process of learning English some students often encounter difficulties, although they spend a lot of time and energy on learning vocabulary, the result is still unsatisfactory. Effective teaching methods and strategies should be implemented to help students master the meaning and ensure the correct usage of vocabulary, so as to improve students' ability to learn English.

Keywords: vocabulary teaching methods; English language; vocabulary; education; efficiency way.

Vocabulary teaching has not attracted enough attention for many years. Today there are some problems both for teachers and learners in English vocabulary teaching and learning. The problems of students in the learning process include the following:

1.   Some students are used to rote memorization, memorizing words is like memorizing a phone number, which does not imply thinking about the relationship between pronunciation, meaning and letter combinations. Some students are also too dependent on international phonetic symbols, and don't know how to memorize vocabulary without these symbols.

2.   If learners learn and memorize words in isolation, it often leads to rapid forgetting. It is easy for students to lose confidence in this boring, time-consuming and laborious study.

3.   Students often have spelling mistakes or confuse the semantic nature of words when using English words, because there is no comprehensive consideration of the sound, shape, meaning, part of speech and collocation of English words in memory.

The problems of teachers in the process of vocabulary teaching include the following:

1.   Some teachers have little understanding how to teach vocabulary and how far to let students understand and master it. As a result, teachers tend to explain some words that only need to be understood by students in detail, while the words that require mastering the usage are understated and passed by. Some teachers only pay attention to the superficial meaning teaching, but ignore the deeper level of vocabulary, cultural education and pragmatic principles.

2.   Outdated teaching methods. It is difficult to arouse students' interest in vocabulary, and it does not fully mobilize their enthusiasm if teachers use outdated teaching methods. In the teaching