An Attempt to Integrate Information Technology into Chinese Teaching in Primary School

Tan Min

Guangdong University of Industry and Commerce,Zhaoqing, Guangdong 526040

Abstract:

The widespread application of information technology in the teaching process makes it inevitable to integrate information technology with primary school Chinese teaching. Then, how to avoid the problems of improper integration, excessive integration and alienation of integration in the process of integration of information technology with primary school Chinese? The integration of information technology and primary school Chinese teaching is not only in the process of Chinese teaching, but also in every key step of teaching. In order to effectively improve the quality of Chinese teaching in primary schools and improve the efficiency of classroom teaching, teachers must change their teaching ideas, update their teaching ideas, make full use of the advantages of modern information technology and Chinese teaching, give full play to the role of information technology, help the smooth development of Chinese teaching in primary schools and achieve the best teaching results. To stimulate students'interest in exploring Chinese subjects, to cultivate students' core Chinese literacy, and ultimately to help primary school education tasks be accomplished efficiently.

Keywords:

Primary school Chinese; Chinese teaching; Information Technology

Foreword:

Chinese is one of the basic education subjects in primary school. Learning Chinese well is conducive to a better understanding of the contents of other subjects. In the past teaching process, the content of Chinese teaching is relatively boring, the way of Chinese teaching is relatively single, it is difficult to stimulate students' interest in learning, so the learning effect of students is generally poor, although some students can achieve excellent results, but their understanding of Chinese knowledge and language and culture still has a lot of room for improvement. Teachers' teaching methods are relatively backward, and the teaching content is mainly the content of textbooks, but there are also some limitations. It can present the text teaching content to students through images, videos and other intuitive ways, actively improve their professional teaching methods, better play the role of information technology teaching, and improve the teaching effect.

1. The Significance of Developing Information Technology Teaching

(1) Enriching cognition

In the past teaching process, the teaching content of teachers is mostly textbooks, which has certain limitations. To a certain extent, the teaching content is mostly textbooks. The application of information technology can enrich students' cognition through the characteristics of the network, but it can be experienced through vision, and the application of modern teaching methods in primary school Chinese teaching can provide students with a variety of cultural content, in addition, in the traditional classroom teaching, it is also one-sided to rely solely on teachers' language to convey the content of knowledge. Modern teaching methods are helpful for teachers to present the teaching content to students more intuitively, improve students' vocabulary perception ability and train their language ability.

(2) Highlighting the Charm of Information Technology Innovation and Enhancing the Vitality of Chinese Teaching Research

With the continuous development and maturity of modern information network technology, it has gradually become an inevitable trend in the process of the development and transformation of classroom teaching mode to carry out in-depth innovation of network classroom teaching based on this point of view. As far as students' basic Chinese learning is concerned, not only the content of various Chinese text knowledge elements such as characters, words, sentences, articles and styles can be directly and comprehensively presented by means of modern network

information technology, but also the comprehensive training of students' basic Chinese knowledge abilities such as listening, speaking, reading and writing can be carried out by means of modern information network technology. In the Chinese classroom teaching of primary school students, the application of modern information network technology can effectively promote the Chinese classroom teaching to fully demonstrate the beautiful rhythm of life in the ingenious interweaving of calligraphy, painting, graphics, voice and sound.

(3) Enriching the specific forms of school Chinese selection teaching activities and improving the effectiveness of school Chinese teaching

For a long time, the teaching activity form of Chinese education subject selection has been criticized or criticized by "less, slow, poor and expensive", which should have been more flexible and vivid to guide schools to carry out the teaching activity form of Chinese education subject selection. Instead, it has gradually evolved into a rigid, mechanical and rigid Chinese teaching form in practice, which not only completely loses the activity characteristics of Chinese education, It also reduces the effectiveness of Chinese teaching to a certain extent. Making full use of modern network information technology may bring great help to the teaching of primary school Chinese. Information education technology can assist the construction of Chinese classroom in primary schools, which is not only conducive to greatly enriching the forms of Chinese teaching activities, but also conducive to greatly improving the effectiveness of Chinese teaching activities. Of course, information technology is only a kind of assistance, or we should strictly follow the basic technical characteristics of each subject of basic Chinese in modern primary schools and some basic laws of basic Chinese teaching, and fully highlight the importance of complementing each other in the integration of modern information technology and basic Chinese in modern primary schools.

2. Auxiliary Tools for Efficient Classroom of Primary School Chinese Information Technology

(1) Skillfully use information technology to design interesting classroom introduction

Classroom lead-in is the beginning of the whole teaching process.In order to build an efficient Chinese classroom, teachers can skillfully use information technology to design interesting classroom lead-in, guide students to enter the learning state as soon as possible, and make students interested in the knowledge to be learned, so as to improve the teaching effect of the whole class. For example, in the course of "Sunrise on the Sea", teachers should not rush to teach students specific knowledge points such as unfamiliar words and typical paragraphs directly, but can first use multimedia equipment to play some video clips related to sunrise on the sea for students, so that students can carefully

watch the wonderful scenery of sunrise on the sea around the world. For example, the sparkling sea, the red sun and the clouds of different shapes, etc., use these wonderful scenery to arouse students'curiosity; Then, the teacher can ask the students: "Do the students have the experience of watching the sunrise?"? What does the sunrise look like in your mind? And give students some time to recall or communicate with each other. Finally, the teacher can randomly choose several students to answer, and after the students answer, he will say: "Everyone's experience is really rich, so today let's learn the text" Sunrise on the Sea ", let's see what kind of sunrise is written by Grandpa Ba Jin!" In this way, the students' attention will be focused on the text immediately. Thus, under the guidance of the teacher, we can read and learn the text carefully, and initially feel the thoughts and feelings expressed by the author. For another example, when learning the lesson of "The Destruction of yuanmingyuan", first of all, the teacher can show the students the spectacular scenes before the destruction of yuanmingyuan, such as resplendent halls, wonderful carvings, real and illusory pavilions, etc. Then, show the students the scene when the Anglo-French Allied Forces broke into yuanmingyuan, and let the students realize the ferocity of the Anglo-French Allied Forces through real pictures, such as frantically plundering various cultural relics, burning down large buildings that could not be taken away, and destroying exquisite paintings and classical literary works at will. In this way, through the sharp contrast, the curiosity of students will be aroused, they want to know why the original glorious yuanmingyuan has become today's ruins, dilapidated. Taking this opportunity, the teacher said to the students again: "Through pictures and videos, we have seen two different yuanmingyuan. Today, let's learn the lesson" The Destruction of yuanmingyuan "and find out the reasons for the changes in yuanmingyuan." Through this sentence, students can shift their attention to the text and guide them to study the text actively, so as to improve the efficiency of classroom teaching.

(2) Breaking through the key and difficult teaching contents with the help of information technology

Teachers can use information technology to carry out Chinese teaching, break through the key and difficult points of teaching through intuitive and concrete means, so as to create an efficient Chinese classroom and improve students'cognitive level. For example, in the course of Insect Memo, due to the influence of the current living environment, many students have no actual experience of contacting various insects, and seldom search for insect-related content on the Internet, so it is difficult for them to understand the content described by the author, such as the compound eyes of dragonflies, the wings of ladybugs and so on. To solve this problem, teachers can use multimedia to show students pictures of various insects in lectures, so that students can observe the movements, shapes and appearances of

ladybugs, unicorns, grasshoppers and other insects from multiple angles, or use various clear videos to let students observe the characteristics of these insects when they eat, rest and fly, so as to promote students to form a deeper understanding of various insects. Combined with the teaching results, this teaching method can stimulate students'interest in learning, easily break through the key and difficult points of teaching, improve teaching efficiency, so as to achieve the implementation and development of efficient classroom. For another example, when learning the lesson "Little Hero Yulai", because the anti-Japanese era in the text has been a long time ago, coupled with the prosperity and peace of modern life, many students find it difficult to understand what qualities are worth learning in Yulai, and even more difficult to understand the importance of patriotism, so it is difficult to get enlightenment and edification from it. In this regard, teachers can use multimedia technology to play some film and television clips related to the War of Resistance Against Japan for students, reproduce the revolutionary years with the most real pictures and the most direct way, so that students can see the cruelty of the Japanese aggressor s and the strength of the little hero's rain. Through the real contrast, students can have a deeper understanding of the image of the little hero Rain who is fearless, brave, tenacious, intelligent and resourceful in the face of the enemy. In this way, it can not only improve students'learning efficiency, let students master more basic Chinese knowledge, but also cultivate students' patriotism, so that excellent traditional culture can be inherited and developed.

(3) Attaching importance to the formation and promotion of group cooperation to effectively guarantee the quality of teaching

Attaching importance to the formation and promotion of group cooperation so as to effectively guarantee the quality of teaching is a teaching method based on the age characteristics, lack of self-control and curiosity of primary school students. The use of group cooperative learning mode can not only enhance students' awareness of independent inquiry, strengthen students' learning attention, but also enable students to actively communicate and interact with each other, and devote themselves to learning under the guidance of teachers. The premise of group cooperative learning also requires scientific management of the distribution of group members. Primary school students have different personality characteristics, cognitive abilities and learning habits, which leads to the positive performance in the classroom and the willingness to take the initiative to answer the teacher's questions have always been a fixed number of students. In order to effectively break this teaching law, teachers need to conduct in-depth research on the determination of group members based on the characteristics of students' learning ability, students' personal relationship and other comprehensive factors

in the class, so as to give full play to the role and advantages of group learning and achieve the educational purpose after determining the group members. For example, after the teacher makes a comprehensive analysis of the specific situation of the students in the class, the students are divided into study groups, and the students themselves discuss and select the group leader who is unanimously recognized by everyone, especially organize each group study discussion, and arrange the students to answer the teacher's questions. At this time, students'learning subjectivity is fully reflected, students' participation in group activities is also significantly improved, and then teachers can carry out classroom teaching activities according to the teaching task objectives. Before classroom teaching, teachers should let students preview ancient poems and find out the relevant background information of ancient poems. At the same time, teachers can use information technology to make the collected information into teaching courseware, and insert some questions in the courseware, so as to arouse students'in-depth discussion and thinking. In teaching, after the students discuss and explore the questions in depth in the form of a group, the group members determine a student as a representative to answer the teacher's questions. At this time, the students'learning subjectivity is in the first place, and the teacher is in the position of assistance and inspiration. The students' autonomous learning ability is effectively cultivated, the efficiency of classroom learning is steadily improved, and finally the quality of teaching is fully guaranteed.

(4) Integration of Information Technology and Chinese Aesthetic Teaching to Increase Experience Value

In Chinese teaching, aesthetic teaching is a very important teaching content, which is of great significance to the improvement of students'core literacy and the cultivation of students' ideological and moral character. First of all, teachers can use information technology to transform the text content of the text into a variety of other senses, students can change from the passive acceptance of vision and hearing to the integration of vision, hearing, touch and other aspects of a variety of senses, so that students can truly understand the blending of scenes in the Chinese text, so as to better understand the emotions expressed by the author through the text. Then teachers should use information technology to guide students to observe and think about the pictures displayed in the article on the basis of creating emotional experience for students, so as to get the most recognized values. For example, in the teaching of "Reading Classical Masterpieces and Tasting Baiwei Life" in Happy Reading Bar, after students have read the four masterpieces, teachers can play some classical film and television clips of the four masterpieces for students, so that students can compare the scenes in the books with those in the movies and TV, and feel the characters between the film and TV pictures and the text description. And through this contrast,

we can feel the unique aesthetic feeling of the text, so as to enhance students'aesthetic ability of the text. Teachers can also let students feel the beauty of rhythm and the majestic momentum of famous poems such as "Going to Drink" through the form of music poem recitation, and inspire students to "I am born to be useful, and thousands of gold will come back." It contains the understanding of heroism and passion, and feels the unique strength of character of the poets of the Tang Dynasty. At the same time, teachers can also bring "Lecture Room" and "Red Chamber" into the classroom, through watching videos, open the door of students'thinking, so that students can see how scholars read classical masterpieces, so as to stimulate students' enthusiasm for appreciation of ancient Chinese literature, and help students improve their appreciation ability. The integration of information technology and Chinese aesthetic teaching is to make the feeling of plane text become the emotional experience of the integration of various senses, so that students can learn to appreciate the aesthetic feeling displayed by the article.

(5) Using information technology to realize the interaction between teachers'demonstration and students' learning

In the process of using information technology for teachers' demonstration and students' mutual learning, we should take students' curiosity and thirst for knowledge as the starting point, and carry out innovation and reform of teaching methods while ensuring students' interest. This concept is also put forward with students as the main body. In the traditional classroom teaching, students' interaction is often carried out through personal imagination and oral communication.Although this method is conducive to the interaction between students and the communication between teachers, students' imagination of the classroom content is very different, and this situation also makes it difficult for teachers to describe some abstract things concretely. For example, in the study of "fleur-de-lis fly against the sky, look at the peak of the heart;" Teachers will let students learn and understand some words or characters contained in the poem independently, and translate the whole sentence. Teachers can use smart phones to take pictures of the answers written by students and transmit them to the electronic whiteboard through multimedia teaching tools. The main purpose of this method is to enable students to understand their mistakes more intuitively, and other students can also ask questions or respond to the same opinions about the student's annotations and explanations. In the process of continuous communication and interaction, students'enthusiasm for communication is stimulated.

3. Conclusion

To sum up, the integration of information technology and Chinese lead-in teaching can make lead-in more interesting, thus helping students get into the state faster. The integration of information technology and classroom teaching can make the classroom more colorful. The integration of information technology and teaching summary can help teachers and students better sum up experience, help teachers better grasp classroom teaching, and enhance the effect of teaching. The integration of information technology and reading teaching can help students better expand their reading and increase their understanding ability. The integration of information technology and aesthetic teaching can make students better understand how to appreciate the beauty of literature. The integration of information technology and writing teaching can increase the depth and thickness of teachers'teaching, help teachers get more teaching inspiration, and help to cultivate students' core literacy.

References:

[1] Wei Li. The Application of Multimedia Information Technology in Primary School Chinese Classroom Teaching. Modern Communication, 2021 (22): 182-184.

[2] Shuangshuang Huang. Thoughts on the Integration of Information Technology and Primary School Chinese Teaching [J]. Innovation and Entrepreneurship Theory Research and Practice, 2021, 4 (14): 169-171.

[3] Qiaoqiao Shang, Zhonghou Wang, Jingying Wang. Application Research and Prospect of Information Technology in Primary School Chinese Teaching [J]. World Education Information, 2019, 32 (24): 64-69.