Research on the Application of Chinese Teaching in Primary Schools under the Background of Informationization

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Abstract: The continuous integration of modern information technology and education and teaching has effectively optimized and enriched the way of knowledge expression, learning, teaching and teacher-student interaction, which is an important means of education reform. This article focuses on the analysis and exploration of the application value, existing problems and how to improve the teaching quality of Chinese in primary schools under the background of information technology.

Keywords: Informatization; Primary School Chinese; Teaching

1. Introduction

The rapid development of the economic level and the renewal of scientific and technological progress constantly promote the construction of education informatization in China. The more and more extensive application of information technology in teaching has changed the original closed and accepted teaching environment and methods, allowing the teaching content to cross the limitations of time and space, and vividly displayed the real-time opening. The continuous integration of various cultural, social and other resources under the background of informationization has effectively enriched and expanded the content and form of Chinese language teaching, so that it has gradually developed from a single language discipline to a comprehensive and innovative discipline that integrates music, art and other disciplines. The application of interdisciplinary integration and information-based teaching methods in the teaching of Chinese in primary schools is conducive to continuously improving students' learning methods, optimizing the learning environment, and promoting students' efficient learning and overall development.[1]

2. The main significance of the application of information technology in Chinese teaching in primary schools

2.1 Create a good classroom atmosphere and enrich students' imagination

Efficient and high-quality learning requires rich imagination and creativity, especially in Chinese. The imagination of pupils is generally rich, but the ability of self-control is relatively poor. According to this development characteristic, Chinese language teaching in elementary schools should make full use of informatization methods to vividly display monotonous knowledge content through audio, video, music, dance and other forms of interest to pupils, which will fully arouse students' interest in learning, create a proactive classroom atmosphere, stimulate and cultivate students' imagination and creativity, and thus improve the quality and results of Chinese teaching.[2]

2. 2 Information technology has transformed students' learning methods and optimized teachers' teaching methods

Information technology has changed the way students learn. The popularization of modern information technology has made

information ubiquitous. Everyone participates in the creation and dissemination. Of course, it also changes contemporary Chinese language education. The concept of modern education advocates taking the educated person as the main body, emphasizing the subjective initiative of the students, paying attention to the individual development of the students, giving the students sufficient open space, while teaching their basic knowledge, focusing on the cultivation of autonomy and creativity, and the comprehensive development of students' comprehensive qualities. We see that when information technology is integrated into student learning, students' knowledge contact surface and autonomous learning space increase rapidly. As long as they are willing, they can obtain knowledge and information from various Internet media without the constraints of time and space. To a certain extent, the information they are exposed to is even more extensive and richer than the teacher. This model of deep integration of information technology and Chinese teaching also invisibly changes students'learning concepts and methods.[3] They are no longer passive recipients, they can give full play to their autonomous consciousness, actively collect, organize, absorb and digest various information, so that it can be transformed into a part of their knowledge system.

Information technology optimizes the teaching methods of teachers. The rapid development of information technology and modern new educational concepts have put forward higher requirements for teachers' comprehensive abilities, which are both opportunities and challenges for teachers. On the one hand, teachers can access and obtain a wide range of information. They can prepare lesson according to their personality and experience, and present high-quality classroom content. On the other hand, teachers can use multimedia and other modern teaching methods to display classroom knowledge flexibly and vividly, to entertain and to transform teaching into guidance, and to improve the quality of classroom teaching.

3. Problems of the application of information technology in primary school Chinese teaching

3.1 Too much reliance on the instrumentality of information technology

Over-reliance on the conditional possibility of large-scale presentation of information technology information, while ignoring (overlooking) the practical needs of language learning. Some teachers have a high degree of mastery of information technology, but the application of information technology does not meet the needs of course teaching and lacks language. The entire classroom teaching has become a simple pursuit of large, gorgeous, and new electronic slide show. Even, due to the needs of the scene, other teachers are asked to make slides, and the basic operations during the class are mechanically programmed.

3.2 Ignore the teaching objects and content

Formalism is emerging. The use of information technology is only for pursuing the so-called intuitive image of classroom teaching, but does not teach students according to their aptitude (teaching objects, teaching content). For those students with strong acceptance and active abstract thinking, the so-called vivid image restricts their abstract thinking ability. Constructivist learning theory tells us that learning is the process of meaning construction. Too much attention to the "performance" of information technology in the form, but it does not help students to reconstruct meaning in the process of Chinese learning.

3.3 Teachers lack initiative teaching design

At present, because of the excessive emphasis on the use of information technology in the teaching process of teaching evaluation, teachers are more willing to show some "high, large, and high" pictures and sounds in the classroom to meet this requirement, and they are unwilling to actively analyze the teaching materials in combination with academic conditions, conduct targeted instructional design, and choose appropriate teaching strategies, so that the real surname "language" of the language class is called "literature". The scary thing about this lack of initiative is that, firstly, the Chinese teaching should be modeled to lose its humanity. Second, it may lead to the professional growth of teachers.

4. The main measures to improve Chinese teaching in elementary schools under the background of informatization

4.1 Pay attention to the update of teaching concepts and teaching methods

Informatization teaching is not only the application of multimedia and other information equipment and methods in teaching, but more important is the transformation and application of information technology teaching concepts and models, that is, focusing on the cultivation of students' self-awareness and creative and practical ability. To achieve this effect perfectly, the change of teachers' teaching concepts and methods is crucial. The constantly evolving concept of informatization education requires teachers to come out of simple and closed traditional teaching concepts, keep up with the pace of the times, be brave in self-stimulation and learning, and deeply

understand and explore new teaching methods suitable for Chinese in primary schools, so as to consciously promote the application of information technology in primary school Chinese teaching and improve the overall level and quality of primary school Chinese teaching.

4.2 Strengthen the development of teaching resources and improve information technology facilities

With the widespread application of information technology in teaching, the school's demand for information-based teaching resources is increasing, and strengthening the development and introduction of educational resources has become one of the important tasks at the moment. On the one hand, the school should urge and encourage teachers to develop teaching resources independently and achieve resource sharing by establishing reward mechanisms and resource development groups. On the other hand, actively introduce advanced and practical teaching resources that are conducive to information-based teaching. At the same time, it is also necessary to strengthen the information environment. Continuously improve its own information technology facilities by actively participating in the construction of educational informatization projects carried out in various countries; and while participating in the construction of these engineering projects, it strives to expand its own financing channels, so that the school is more capable of introducing advanced information equipment, thereby improving the information technology environment.

4.3 Further improve the information literacy of primary school Chinese teachers

Teachers, as the practice subjects of Chinese language informatization teaching in primary schools, training and improving their information literacy play a vital role in the development of the entire teaching work. Skilled use of information technology has also become a skill that primary school teachers must master in a modern educational environment. To develop this skill for teachers, schools need to regularly carry out targeted and practical training and education, and urge teachers to apply training content to daily practice. It is also possible to organize the establishment of an information technology training group, appoint young teachers with strong capabilities in the group as the team leader, drive and guide the learning of other team members, and promote the information technology application skills of the entire team in a comprehensive way.[4] In addition, elementary schools can strengthen their communication and cooperation with universities with comprehensive strengths, and use their information technology advantages to serve themselves, so as to promote the mastery and application of the information technology of teacher teams.

5. Conclusion

The increasing development of information technology and its wide application in education have made it play an increasingly important role in teaching. Primary school Chinese is an extremely important basic language subject and a tool for learning in other subjects. The integration of information technology has greatly enriched and expanded the teaching content and methods of Chinese in primary schools, and has far-reaching positive significance for the development of Chinese teaching. In the daily teaching of Chinese informatization in elementary schools, we must establish the correct teaching concept, actively explore various ways to promote the construction and application of informatization, and improve the quality of teaching. Teachers should effectively use the rich information resources and multimedia teaching methods under the Internet technology according to the actual situation of the school and the individual differences of students, fully mobilize and activate the classroom atmosphere, stimulate the interest of pupils in learning, expand their horizons, cultivate their imagination and creativity, let them learn knowledge in information-based teaching, develop and improve their literacy; this is also conducive to improving the teaching efficiency and quality of primary school Chinese and all subjects.

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