

# The Effective Development of Primary School Mathematics Family Education Resources

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**Abstract:** With the continuous deepening and reform of education at this stage, the Ministry of Education is paying more and more attention to the education of primary school mathematics curriculum. In order to enable primary school students to enhance their enthusiasm for mathematics learning, teachers have carried out diversified classroom innovations to enable primary school students to realize the purpose of learning mathematics knowledge in happiness. This measure has achieved great results and improved students' mathematics performance. However, if students want to carry out all-round development, it is far from enough to rely solely on the strength of teachers. Only with the cooperation of parents can primary school students make faster progress. Therefore, teachers should think about how to develop mathematics family resources. This paper makes an in-depth discussion on the development of primary school mathematics family resources, and puts forward some suggestions for implementation.

**Keywords:** Primary school mathematics; Family education; Resource development

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## Introduction:

The main learning environment of primary school students comes from two major aspects, one is school and the other is family. The two complement each other and are closely connected, which plays a vital role in students' learning and life. However, in view of the current education situation, family education resources are in a short board state. Most parents hand over the responsibility of education to the school, ignoring the importance of family education, which leads to problems such as untimely communication and estrangement between home and school. Effective home-school cooperation cannot be realized, which greatly reduces the teaching quality of primary school mathematics and hinders the overall development of primary school students. In this regard, mathematics teachers need to think deeply about how to improve this situation so that primary school students can have a complete and healthy learning environment.

## 1. The Necessity of Developing Mathematics Family Education in Primary Schools

Primary school students are young, still in a relatively ignorant state of thinking, and their psychological quality is relatively low. They lack the ability of independent learning, self-discipline and execution, etc., whether in learning or in life, they need teachers and The supervision and guidance of parents can make it develop better. In the school, students' study and life need teachers to supervise and guide at all times, teach students new knowledge, and ensure that students will learn knowledge thoroughly, and infiltrate ideological and moral education in teaching life, so that students can achieve comprehensive development; at home, Family education is also very important. Parents need to teach students to consolidate and review knowledge in time, so that they can fully grasp and flexibly use the knowledge they have learned, and parents must also educate in family practice, so that students can apply the knowledge they have learned to life, and the two complement each other to be the future of primary school students. Go further and more practical.

However, if the two sides of home and school do not communicate and cooperate closely in a timely manner and shift all the responsibilities to each other, it will lead to the division of education and the gap in the education of primary school students. For example, some parents think that education is the responsibility of teachers, and they only need to take care of their children's life, while ignoring the students' learning situation, the quality of homework and the degree of knowledge review; some teachers only pay attention to the performance of students during school, pay attention to the indoctrination of knowledge points, and do not care about

the changes of students' thoughts and emotions, and accept the tolerance of pressure. These problems will have a negative impact on the education of primary school students, so that there is a gap in education and no one will fill it. Over time, the problem will become bigger and bigger, so that primary school students cannot have a healthy learning environment, and their grades will naturally not be effectively improved, this led to the contradiction between home and school. Therefore, the development of family education resources is an inevitable trend and a necessary way of current education development. Only the cooperation between home and school can better improve the personality of primary school students<sup>[1]</sup>.

## **2. Principles of Family Education Development in Primary School Mathematics**

### **2.1 It varies from person to person**

When developing family education resources, teachers should consider the actual situation of the school, analyze the characteristics and advantages of class parents, use parent resources for personalized and diversified development, and integrate this resource with teaching content Perfect integration to form complementarity.

### **2.2 High efficiency and low consumption**

When developing family education resources, financial, material and human resources are often involved. Teachers should make a detailed analysis of the upcoming content before development, adhere to the principle of high efficiency and low consumption, save expenses to the greatest extent, and achieve efficient education. purpose.

### **2.3 Student-centered**

Education is student-centered. Whether it is family education or campus education, teachers should think from the perspective of students, use all resources to develop students' logical thinking ability, stimulate students' imagination and creativity, and fully mobilize Students' interest in learning<sup>[2]</sup>.

## **3. Ways to Develop Mathematics Family Education in Primary Schools**

### **3.1 Change the concept of parents**

Most parents have more traditional concepts about their children's education. They believe that teachers are solely responsible for students' learning, life and learning ability. Therefore, these parents often ignore the important influence of family education and family environment on students. Therefore, if teachers want to effectively develop family education resources, they should first change their parents' educational concepts. First, they should let parents realize that students' time in school is limited, and classroom time is also limited, and teachers' educational authority is also limited. In the school, there are great limitations in education, and there is no way for teachers to manage the study and life of primary school students after school; secondly, it is necessary to popularize the importance of family education resources to parents, so that parents can effectively supervise students' learning at home, and conduct all-round education and supervision of students in the form of home-school alliance, so as to promote the progress and growth of primary school students. So as to ensure the learning efficiency of students<sup>[3]</sup>.

### **3.2 Effective integration of parental resources**

Teachers should fully understand the resources and occupations of the parents of the students in the class, and make reasonable use of these parents' resources to improve the teaching mode according to different teaching contents. They can encourage parents to actively participate in students' extracurricular practical activities, carry out life practice with students, fully bring the knowledge in the classroom into life, and use life examples to deepen the explanation of mathematical knowledge and expand and extend knowledge, promote students' in-depth understanding of mathematical knowledge and flexible use of memory.

For example, when learning kilograms, grams and tons, teachers can invite parents of some special occupations, such as retail and construction industries, to hold an exchange meeting in schools, so that parents working in supermarkets can talk about the difference between grams and kilograms, how to convert them, what practical applications are in supermarkets, and students can also use electronic scales to weigh articles in class; or ask parents in the construction industry to tell the students how some large objects such as steel bar, concrete, cement, etc. are weighed on the construction site, and use multimedia to show the students the video of the weighing process on the construction site, so that the students can know the large weighing equipment, etc. In this way, parents can bring more detailed explanations to students from a professional point of view, as well as the practical application of mathematical knowledge in life, so that students can understand that mathematical knowledge is essential in life and improve students' attention to mathematics learning.

### **3.3 Integrating Mathematics Curriculum with Family Practice**

In teaching activities, teachers must always remember that family education and campus education are closely connected and

indispensable. They cannot unilaterally instill knowledge to students and ignore the development of family education resources. Teachers should combine the actual teaching situation, effectively combine the teaching content with the family life practice, and communicate the teaching content with the parents in a timely manner through the teaching plan, encourage parents to lead students to participate in daily life practice after class, and let parents use their spare time to carry out family activities, so that students can practice and master mathematical knowledge in practice

For example, after the unit teaching of RMB, teachers can encourage parents to lead primary school students to the supermarket for shopping, and then let them make simple calculations to see how much money was spent on the shopping, how much money was paid with the denomination of banknotes, and how much money the cashier needs to change, so that students can deepen the application of monetary calculation through practical application, and students can often help parents to the supermarket for shopping, that is to say, it has trained the primary school students' mathematical calculation ability, and has also enhanced their communication ability and social practice ability. Or when learning the knowledge of broken line statistical chart, the teacher can design a theme assignment, so that students and their parents can plant a plant together, such as garlic sprouts, daffodils, bean sprouts, etc., and then, with the help and escort of parents, make a detailed record of the daily changes of seeds, and finally draw a broken line statistical chart to reflect the changes in the length of seed rhizomes at each stage, which enhances the hands-on ability of primary school students, at the same time, it can also strengthen parent-child interaction, let family education play a role and value, and promote the common growth of primary school students and parents.

## **Concluding remarks**

In summary, education is not a unilateral contribution by teachers; only through the cooperation of home and school can primary school students be fully developed. Mathematics teachers should continue to explore and reflect on their teaching practice, actively develop family education resources, create a healthy learning environment for primary school students, and realize their happy growth.

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