

Information Teaching Practice of Primary School English Picture Books based on the UMU Interactive Learning Platform

— Take the Picture Book Snow White Teaching as an Example

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Abstract: Mixed learning is a teaching mode that combines the leading role of teacher guidance, pointing and monitoring the teaching process with students' independent learning by using the network learning platform, reflecting students as the main body of the learning process. It is the complementary advantages of network learning and traditional classroom teaching, and is the close combination of traditional education and information technology.

In mixed learning, the traditional classroom structure changes from the teaching-centered teaching mode to the learner independent learning, which is the result of the transformation of digital online resources to the traditional classroom structure. learners adapt to the influence of digital life on digital learning, so learners become active and interactive learners. This paper will be based on the UMU interactive learning platform, using the Snow White picture books in the fairy tale, the Grade six picture book reading depth fusion teaching classroom practice, positive thinking fusion teaching in daily English picture book reading teaching how to organize and develop, to develop students' ability of autonomous learning and cooperative learning ability, cultivate good reading habits, improve reading efficiency, realize the depth fusion.

Keywords: UMU platform; Hybrid learning; Deep fusion

1. Analyze the text before class, master the learning situation, and construct the background knowledge

The mixed teaching mode emphasizes "leading the teaching of — teaching and learning subjects". In this process, teachers should pay attention to how to teach, and more about how to guide students to study independently. In the teaching of picture books, the content of picture books is difficult and light, so the content of picture books should be analyzed first, and grasp those contents can be guided to read independently through micro lessons, online learning and other ways; those contents need to be practiced in class, so as to realize the combination of teaching and learning subjects.

From the perspective of content and structure, the text is divided into three parts. The first part is about the background of the story and the main characters; The second part is the climax of the story. It tells the story that Snow White lives with seven dwarfs, and the cruel queen tempts Snow White to eat poisonous apples. The third part tells about Snow White coughing up poisonous apples accidentally, and finally living happily with the prince. The first and third parts of the text are relatively simple, which can be used as independent reading materials for students; The second part is the climax of the story. There are many new words and long sentences, and the information implied in the story pictures is very rich. Therefore, it is the content of group cooperative learning and teaching in the classroom. In this lesson, the teacher analyzes the above text and content, and uses the UMU interactive learning platform before class to release three pre-class reading tasks and guide students to conduct relevant independent reading learning.

1.1 Watch the video introducing Grimm’s fairy tales and build the background knowledge

Because English picture books involve a lot of foreign cultural knowledge, students must have certain cultural background knowledge to correctly grasp the truth hidden in the text. Therefore, teachers use the UMU platform to create Snow White reading course, and combine the characteristic “light and shadow reading” to push the relevant film and television video Snow White to students, so that students can deeply understand Green’s fairy tales and build the background knowledge needed for students to understand this story. After watching the film, students can comment on the film in the comment area below, and other students in the same class can comment on the film.

1.2 Listen to the first and third parts of the story to understand the story and predict the plot

Use the UMU document and video upload function to present the plot of the first and third parts of the story, so that students can master the overview of the story, and set the following questions in the discussion area: Please compare the expressions of Snow White and the queen in the story, and predict the second part of the story.

1.3 Read the pre-class report and master the specific learning situation

The examination function of UMU is used to design a pre-class reading report to test whether students read carefully, and guide students to form good reading habits, and facilitate teachers to collect corresponding data and make targeted adjustments to classroom teaching.

The first and second question in the report is to guide students to pay attention to the cover and homework of the story, the third question is to detect students’ mastery of the general idea of the story, and the fourth question is to guide students to predict.

1.4 Mark difficulties and encourage the use of online electronic dictionaries for independent word search

In the process of independent reading, when students encounter new words, students are encouraged to guess the meaning with pictures or if the meaning cannot be guessed and affect the reading process, the network electronic dictionary can be used to query. Students can also mark the difficult words, and send the marked page numbers and words to the teachers in the question area, to help them grasp the key and difficult points in teaching.

2. Use targeted reading teaching strategies in class, create group cooperation tasks, and learn the text in depth

Because the students have already had some background knowledge before class, and have a preliminary perception of the content and structure of the picture books they have learned, the teachers have clearly grasped the students’ learning situation through data collection and analysis, so the teacher can use targeted reading teaching strategies, create multiple reading tasks to conduct in-depth learning of the text, and truly achieve individualized teaching.

2.1 Brainstorm to carry out free communication and reproduce the known story content

Use the Free talk in the form of Brain Storming brainstorming to reproduce the content that students read before class. In this process, the teacher systematically combs the context of the story on the blackboard, and uses the word checking and pronunciation function in the whiteboard to solve the difficult words. At the same time, stimulate students’ desire to read the second part of the blank space.

2.2 The teacher explains the key text, to promote thinking with problems

The teacher asked questions about the first and third parts that the students have read. In the first part, who does the Magic Mirror think is the most beautiful woman in the world? And in the second part of the story, who does the magic mirror think is the most beautiful woman in the world? Why does Snow White flee to the forest? Let the students predict the cover and title of the picture book. At the same time, use the UMU screen projection function to show the students’ guess in the discussion area, and ask the students to discuss.

Then the teacher extracted the text of the second part, combined with the Seewo Whiteboard 5, through the pictures, guided the students to find the information in the pictures, create an atmosphere, and tell the story for the students. The teacher also asks the students questions to promote their thinking.

2.3 Read the whole picture book quietly with questions

After Deep Reading, the teacher asked deeper questions, and asked the students to open the picture book with the questions, and read the book carefully with their own comfortable posture. In the process of reading, enjoying meditation and read-

ing is also a part of learning to read. When students hold paper picture books, feel the fonts and ink changes, the touch of different parts of the book conveys the feeling of the story better than reading across the screen, and the overall reading again can deepen students' overall cognition of the story. After reading, the teacher asks the students to answer the questions again.

2.4 Promote deep thinking through the “reading circle” group cooperation activities

The reading circle is a way to cultivate students' reading habits and enjoy reading. The students are divided into four groups, and each group corresponds to one role.

Although the UMU platform has functions to group students and assign learning tasks. But in class, face-to-face group cooperation activities are absolutely essential. During immediate verbal communication, reaction and voice expression, the facial expressions and tone all convey the information; when the difficulty in expression, the immediate help will be more effective and timely than on the interactive platform. In addition, teachers through the hall tour, careful listening and observation, can immediately find the problems and difficulties of students, can give the most timely help. Finally, the face-to-face instant information exchange will be more real than the message information posted on the platform through modification and thinking. Therefore, group cooperation and mutual assistance in class is irreplaceable.

Finally, the teacher asked the leader of each group to collect the opinions, take photos or upload them to the discussion area of the UMU platform as a continuation of after-class reading communication. By taking photos and uploading, the reading experience of this class is preserved in the form of pictures and even pronunciation, so that the “brilliant class” can be permanently preserved, which is also a reflection of the integration of UMU platform and traditional teaching.

2.5 Reading activities, sublimate the emotion of the story

The teacher selects the part of the story containing dialogue, divided into individuals or groups, and read through independent reading, role reading, reading according to the tone of the characters, so that students can form the emotional experience of the story, trigger resonance, and further understand the text. At the same time, the teacher also uploaded the students' reading to the platform as an aid for students to recall the class in the future.

3. Conclusion

From the above teaching activities, we can see that mixed teaching is not only a mixture of learning methods, but also a mixture of various teaching elements. Including learning content, learning media, learning models, learning methods, and a mix of learner support services and learning environments. In the above teaching links, students conduct language training and reading feeling communication with the help of media technology through independent and cooperative learning methods, effectively encouraging every learner to think and express actively.

In practice, mixed teaching is a teaching mode that combines classroom teaching with independent learning on the network learning platform (whether UMU or MOODLE, etc.). It not only pays attention to stimulating the inquiry and innovation of stimulating students' independent learning, but also maximizes the effect of teachers guiding students' learning.

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