

Research on the Cultivation of Primary School Chinese Core Literacy from the Perspective of Information Technology Media

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Abstract: In 2024, Huai Jinping, secretary of the Party Group and Minister of the Ministry of Education, pointed out in his speech at the National Education Conference that we should "strengthen the reform and innovation of education and teaching, and constantly explore and practice new teaching methods and means". Nowadays, cultivating primary school students' Chinese core quality has become an important direction of primary school Chinese classroom reform, the core of which lies in cultivating students' individual cognition and application ability of Chinese. Based on this, this paper breaks down the cultivation concept of primary Chinese core quality into individualized learning orientation, teaching orientation of students' subjectivity and feedback mode of multiple evaluation. The paper deeply integrates the use of information technology media with primary school Chinese teaching, and puts forward the cultivation mode of primary school Chinese core quality under the vision of information technology media. This model includes three parts: deep interaction of teaching and research, flipped classroom learning model, multiple evaluation and intelligent data management, in order to help the reform of the primary school Chinese core literacy training model.

Keywords: Primary School Chinese; Core Literacy; Information Technology Media.

1. Introduction

In 2014, the Ministry of Education issued the Curriculum Reform Opinions on Comprehensively Deepening the Curriculum Reform and Implementing the Fundamental Task of Moral Education and educating People, which proposed that the core literacy system of student development should be designated as the key area to promote the curriculum reform, and "core literacy" has become a hot topic in the education circle. In 2022, the Chinese Curriculum Standards for full-time Compulsory Education put forward that "Chinese curriculum is committed to the formation and development of all students' core literacy. "How to develop students' "core quality" into the primary school Chinese subject education has become an important direction to promote the primary school Chinese reform. At present, China's rapid development of information technology, major databases provide a large number of teaching materials, the development of new media, but also make the classroom form increasingly colorful. The question is, does the innovation of new technology only bring about the convenience of preparing lessons, the abundance of materials and the diversity of classroom forms? Can the development of information technology media stimulate the deep reform of primary school Chinese classroom, and then promote the fundamental breakthrough of primary school Chinese core literacy training? To explore these problems, it is necessary to break through the superficial myths of classroom form reform and enter into the deeper interaction between the core quality of primary school Chinese and information technology media.

2. Primary School Chinese Core Literacy Training Concept

In the "Full-time Compulsory Education Chinese

Curriculum Standards" issued by the Ministry of Education in 2022, it is pointed out that the core quality cultivated by compulsory education Chinese curriculum is accumulated, constructed by students in active Chinese practice activities and displayed in real language use scenes, and is a comprehensive reflection of cultural confidence and language use, thinking ability, and aesthetic creation. This curriculum standard puts forward requirements from the four aspects of cultural confidence, language application, thinking ability and aesthetic creation, and a deep study of its internal logic can be found that its foothold is to cultivate students' individual understanding and application of Chinese. The accumulation and application of language is a necessary prerequisite for constructing the object of knowledge. Developing thinking ability and acquiring thinking method is the necessary way to train individual cognition. Improving the aesthetic ability and cooperation ability, consciously undertaking the task of cultural inheritance and establishing cultural self-confidence are the products of the process of constructing students' individual understanding of Chinese. Based on the above analysis, we can find that the core element of primary school Chinese core quality is to cultivate students' individual understanding and application of Chinese.

How to train students to decompose their individual cognition and application ability of Chinese into operational concepts is the key step from theory to practice in the cultivation of primary school Chinese core literacy. According to the goal orientation, this paper breaks down the core quality cultivation concept of primary school Chinese into three parts: individualized learning orientation, students' subjective teaching orientation and feedback mode of multiple evaluation.

3. The Positioning of Information Technology Media in Primary School Chinese Teaching

With the development of information technology, the academic circles pay attention to the application of information technology media in teaching. However, both teaching practice and teaching research attach importance to the changes that information technology media can bring to the forms of lesson preparation and teaching, but there is relatively little research on the deep logical interaction between information technology media and primary school Chinese teaching.

To discuss the cultivation of primary school Chinese core literacy under the background of information technology media, the first question to be solved is, what is the role of information technology media in the process of primary school Chinese core literacy cultivation? In other words, what role can information technology media play in cultivating students' individual knowledge of Chinese? To explore and solve this problem is the key to break through the cultivation of primary school Chinese core quality under the perspective of information technology media.

First of all, the development of information technology media provides massive data resources. At the same time, cutting-edge research related to teaching has become accessible. In addition to participating in academic seminars related to teaching and research, practitioners of primary school Chinese education can also inspire new Chinese teaching thinking from scholars' interpretation of texts or cutting-edge research in the field of pedagogy. The first-line teaching experience can also be summarized and refined into the academic world to achieve in-depth interaction in research and learning.

Secondly, the development of information technology media can not only bring colorful classroom forms and colorful teaching content, but also have a function that has been neglected in the past - powerful information management function. It is an effective way to cultivate students' individual Chinese learning ability and respect their autonomy and independence in Chinese learning. In this area, the accuracy of traditional filing methods is far less than that of electronic filing. The use of information technology can be applied to classroom teaching and homework tracking, data capture and modeling to help teachers choose and develop a way of student training, for each student to adapt to a unique language learning path.

4. Construction of Primary School Chinese Core Quality Training Model

4.1. Deep Interaction of Teaching and Research

In the current primary Chinese education, the theoretical research of literature and pedagogy is often in a state of separation from the practice of front-line Chinese teaching. On the one hand, the practical significance of relevant research cannot be fully realized. On the other hand, it is difficult for front-line teaching experience to obtain the reform motivation contained in these cutting-edge research. Under the vision of information technology media, this problem can be better solved. First of all, lesson preparation

is an important part of classroom teaching. In the process of lesson preparation, teachers can not only refer to teaching staff and text interpretation, but also pay attention to cutting-edge academic achievements in pedagogy and literature research, and activate text space with the help of new methods and interpretations. Secondly, the communication between colleges and primary schools can be strengthened, and a joint research group between colleges and basic education can be established by means of convenient media such as Tencent conferences, WeChat and public accounts, so as to promote the practical transformation of cutting-edge research in colleges and universities, and also incorporate the teaching experience of front-line teaching into cutting-edge research to bridge its split state. At the same time, promote the ability of Chinese teachers to combine teaching and research, and maintain the momentum of continuous promotion of Chinese classroom reform.

4.2. Flipped Classroom Learning Model

The traditional Chinese classroom mainly focuses on teachers' explanation and students' listening. Even after the intervention of information technology media, it only enriches the form of teachers' explanation and fails to promote the deepening of classroom reform.

This paper tries to put forward the reform of Chinese classroom in primary school in the form of flipped classroom. That is, from the teaching orientation of personalized learning and students' subjectivity, we explore the classroom mode of promoting learning by expression. For example, the first unit of Chinese in the fourth grade of primary school includes a variety of styles such as ancient poetry and prose, and its theme is landscape description. In the article "Rural Family", the scenery description is delicate and vivid, full of interest. Teachers can use multimedia when explaining, fully mobilize students' visual and auditory senses, create the changing scene in "Rural Family", and promote students' intuitive understanding. At the same time, after explaining the key words, the teacher fully mobilized the students' individual reading and feeling experience, and encouraged the students to use their own understanding of the text and express their views in various forms such as painting, speech, narration and writing. Teachers play the role of supporters and assistants in this process, allowing students to construct their own path of experience generation in task-based reading, integrating language acquisition, aesthetic ability improvement, logical thinking training, and Chinese aesthetic experience and emotional education into this process. To promote learning by expression, in essence, takes the cultivation of students' individual experience generation as the focus of the class, and dispels the disadvantages brought by explaining and controlling the whole class. In short, it replaces the passive input of instilling knowledge by activating students' active learning. In the practice of this classroom model, it should be noted that some students may be difficult to integrate into this way or dare not express themselves because of their different learning habits or knowledge base. For teachers, different education methods need to be developed. More guidance can be given to students who are more reserved. For students with weak knowledge base, loopholes in their knowledge can be found in this process and gaps can be found and filled, so as to guide them to actively use knowledge to participate in classroom expression.

4.3. Multiple Evaluation and Intelligent Data Management

In accordance with the primary school Chinese teaching model which respects students' subjectivity and cultivates students' individualized learning, it is necessary to construct a multi-evaluation model which is different from the previous one which takes knowledge mastery as the single evaluation criterion. The construction of this new evaluation mode needs to be realized in the deep integration with the media of information technology.

First, information technology is used to create a personal language learning profile for each student, which is updated from the start of primary school until the student completes primary school. The data in the archives are derived from class notes, homework and teacher evaluations. In class, teachers act as guides and observers. When students express, teachers input each student's expression characteristics, expression content, expression method and personal status into intelligent files for information storage. In the after-class contact, teachers assign homework based on students' performance to open questions, and students can choose to complete it online through various methods. The online operating system records the whole process of students completing the homework, and analyzes the process and results to get the data. In terms of teacher evaluation, teachers can input each student's Chinese learning evaluation into an intelligent database on a monthly basis, and the database will comprehensively evaluate the teacher evaluation with the classroom situation and homework situation through algorithms. Through the above three sources of evaluation information collection, the data of each student's Chinese learning situation in the intelligent database will be accumulated as the student's learning time increases. The algorithm is used to model each student's Chinese learning mode. By understanding different students' learning models, teachers can make timely adjustments to lesson preparation content and classroom forms. At the same time, through students' Chinese learning models, teachers can more objectively understand students' unique path of Chinese reading and provide personalized guidance for each student. Finally, after privacy shielding, the data in the database can provide a large number of data with analytical value for primary school Chinese teaching research, and promote the development of related research, and the advancement of research will further promote the breakthrough of primary school Chinese front-line education practice.

5. Conclusion

In conclusion, the key to the cultivation of primary school Chinese core quality from the perspective of information technology media is to promote the formation of students' individual reading methods through the deep integration of information technology and primary school Chinese teaching. Information technology, with its scientific algorithm and powerful information storage function, provides favorable technical support for the cultivation of primary school Chinese core literacy. In order to promote the cultivation of this model, the government, schools and teachers need to work together to break through the difficulties in equipment, technology and talent. It is hoped that through this way, students can become new people with independent thinking ability. In response to the Party and the state put forward the "moral education into ideological and moral education, cultural knowledge education, social practice education" education development direction.

References

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