

Exploration on the Integration of E-book Bags and Primary School Chinese Classroom Teaching

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Abstract: With the continuous application and popularization of information technology, e-books have gradually entered primary school Chinese language classrooms and become an important force in promoting teaching mode reform and achieving the development of information-based teaching. At the same time, the conflicts and contradictions between e-books and traditional teaching modes in classroom teaching have gradually emerged. Taking the practice of primary school Chinese language teaching as an example, starting from the substitution effect of e-books, the design and selection of information based teaching content, and the interaction of classroom teaching factors, this paper elaborates on the problems in the integration of e-books and traditional teaching models, and explores corresponding development strategies for the problems, in order to provide suggestions for promoting the information based reform of primary school Chinese language teaching.

Keywords: E-book Bag; Primary School Chinese; Integration.

1. Introduction

With the rapid development of information technology, the introduction of e-books into primary school Chinese language teaching has become an important trend. The emergence and application of e-books are of great significance in compensating for the shortcomings of traditional teaching methods and improving the level of Chinese language teaching in primary schools. In this process, strengthening the advantages of traditional teaching methods and integrating them can better promote the improvement of primary school Chinese language teaching level. The scientific and reasonable use of e-book packages is a problem that should be solved in primary school Chinese language teaching.

2. Overview of E-book Packs

book bag is a product dedicated to improving the informatization of education in China and improving the efficiency of cooperation between families and schools. The general product is based on network (wired or wireless WiFi) and will mainly focus on primary and secondary education. In addition to the traditional home school communication function included in the home school connection, e-books also provide richer educational information functions, such as digital educational resources and student growth history, making them truly an information assistant for children's learning and life, a true "digital backpack".

2.1. The Connotation of E-book Bags

An e-book bag refers to a portable terminal that utilizes information technology devices for teaching. [1] Electronic book packs are gradually emerging in the context of the continuous development of information technology. In the process of application, through the joint action of intelligent mobile terminals and electronic teaching platforms, teaching content is transformed into digital form, thus building a huge teaching platform. [2] On this e-learning platform, students' access to knowledge becomes more convenient and efficient, and the knowledge obtained is also more intuitive, greatly improving their learning efficiency. Electronic book packs

can provide students with a comprehensive learning platform for pre class preview, in class understanding and mastery, and timely review after class. With powerful information technology support, students can complete the entire learning process on intelligent mobile terminals, which plays a very important role in improving students' learning efficiency and stimulating their interest in learning. In addition, e-books can also achieve efficient classroom teaching. Students can complete assignments assigned by teachers on the platform, and personalized learning processes can be achieved based on the platform's data resources. After completing assignments, students can directly submit them on the platform, and teachers can directly check and correct students' completion status online. That is to say, E-books are also an important way for students and teachers to communicate.

2.2. Characteristics of E-book Bags

2.2.1. Personalized Learning for Mobility

The e-book bag is an integrated system of all learning materials for students, and the form of a virtual book bag greatly facilitates students' learning. For students, e-books combine classroom learning with autonomous learning anytime and anywhere, regardless of location or time constraints. Such convenient conditions have created an environment for students to learn anytime and anywhere, building an interactive and efficient digital environment, in which personalized and fragmented learning can be carried out; The integration of information technology has also brought a new feeling to students' learning, and their curiosity and enthusiasm can gradually improve; For teachers, under the influence of e-books, they do not need to use traditional chalk. By staying away from chalk, they are also away from chronic pharyngitis, effectively improving their physical and mental health. In addition, more importantly, it improves the teaching efficiency of teachers. With e-books, teachers can analyze students' learning process through the records of e-books, and can timely understand each student's learning situation through feedback data, so that teachers can carry out personalized teaching and achieve the state of "teaching according to their aptitude".

2.2.2. Teaching Content for Three-dimensional Resource Development

The e-book package integrates high-quality teaching and massive teaching resources, and constructs a new teaching mode for sharing. It contains diverse mathematical resources, with reading and annotation functions, and also contains extremely rich content, such as videos, animations, etc., which is extremely beneficial for teachers to create teaching contexts. At the same time, teachers and students use other functions of e-books to dynamically create learning resources and engage in autonomous learning. E-book bag is a network product used for learning, supporting cloud expansion. The space is vast, and massive resources on the network can be shared through data connections. There are high-quality lectures from renowned teachers, as well as learning materials both inside and outside of class. Students can read, learn, listen to, and entertain with just one click of their fingers. When teaching "Butterfly Valley in Taiwan", the teacher first helps students understand the charm and beauty of Butterfly Valley, and then sends students some animations and video materials about Butterfly Valley through an e-book package, allowing them to appreciate them independently. Afterwards, they organize a communication to express themselves and strengthen the beauty that Butterfly Valley brings to students.

2.2.3. Interactivity Highlights Students' Subjectivity

Under the influence of the new curriculum standards, teaching emphasizes more on the comprehensiveness and interactivity of learning, and e-books also have interactive characteristics. Firstly, students' dominant position in the classroom is highlighted, and their personalities are fully reflected. Secondly, teachers can effectively supervise students' learning and guide them to engage in classroom learning activities. Therefore, students can interact with each other in independent learning, cooperative learning, teacher-student interaction under the guidance of teachers, and teacher-student interaction among teachers, students, and parents.[3] With the support of the internet, e-books fully realize communication between teachers, students, and parents. Voice and video communication is very easy and convenient, and you can even talk and communicate with famous teachers without going out. For example, Chinese language teachers can use e-books to send students an article on "The Evolution of Chinese Characters" in the form of an interactive question board during the activity class "Roaming in the Kingdom of Chinese Characters". After studying this article, the teacher can see how the student made annotations on the homework, which can infer the student's thoughts and identify their problems.

3. The Application Value of E-book Bag in Primary School Chinese Classroom Teaching

Since the 21st century, the integration of information technology and education has become increasingly intense, and the wave of teaching reform has swept across the country. The emergence of e-books as an emerging learning tool has greatly impacted traditional classroom teaching and injected new vitality into the classroom. The advantages of e-books are obvious, mainly manifested in the following aspects:

3.1. Massive Resources Assist in Sharing Teaching Resources

The e-book package itself is a network product that can

share a large amount of teaching resources on the network through data connections. Through e-books, students can watch lectures from renowned teachers and access a large amount of learning resources both in and out of class. For example, when discussing the lesson "Ansai Waist Drum", teachers can send students some video materials about Ansai Waist Drum through e-books, allowing them to watch and learn independently. Students can intuitively experience the dance culture of Ansai Waist Drum with great momentum through the video. In addition, e-books have the advantages of being lightweight and environmentally friendly. E-book bags can classify and store various teaching materials and books, with lower storage costs, thereby reducing paper consumption and protecting the environment. With the support of the internet, students, teachers, and parents can use e-books to communicate anytime, anywhere, and communicate with renowned teachers through voice, video, and other means. The e-book package breaks the traditional teaching mode and enriches teaching methods. Teachers can also use the e-book package for classroom testing, understand students' learning situation in the shortest possible time, and adjust their teaching content to improve classroom teaching efficiency.

3.2. Using E-books to Stimulate Students' Learning Autonomy

Compared with the traditional classroom-based teaching mode, the flipped classroom based on e-bag is more conducive to the language learning of primary school students. The reasonable use of the e-book platform can effectively cultivate primary school students' self-learning ability and guide them to bravely express themselves in the classroom. In primary school Chinese language courses, the basic knowledge of Chinese language is the focus of learning, such as the basic concepts of new characters, symbols, grammar, and so on. In traditional classrooms, teachers explain new words on a class-by-class basis, and students may not have fully mastered the new words. However, in the eyes of teachers, it seems that all students have mastered the new words, and then the teacher proceeds to the next teaching task, which may hinder students and make them unwilling to listen to the class. In flipped classrooms, students can learn the reading and writing of new words in advance on the e-book platform, and learn about the text. Teachers can understand each student's learning situation based on the learning feedback mechanism on the e-book platform, and design different classroom testing focuses for different students' situations. At the same time, learning on the e-book platform is also a relatively private way of learning. When primary school students use the e-book platform to learn at home, they do not have to worry about being "noticed" by other students due to mispronunciation or inability to answer questions, just like in the classroom. The resources of the e-book platform can also help students better understand the content they need to learn. Many things that elementary school students have never seen before, and relying solely on textual descriptions and animated images is not enough to give students a deep understanding of things. The rich video resources on the Internet can solve this problem. When explaining the "Forest Band", students can search for corresponding videos to gain a deeper understanding of different animals. Overall, classroom teaching based on e-books can cultivate students' self-learning ability through the e-book platform, enabling them to better understand the knowledge learned and its meaning

in self-learning.

3.3. Using E-books to Cultivate Students' Interest in Learning Chinese

Primary school students are generally lively and active, often experiencing lack of concentration in class. Teachers can use e-books in class to stimulate students' interest in learning. E-books contain a large amount of multimedia resources. Teachers should combine the content of the textbook, highlight the key points, and not rely too much on multimedia for teaching. They should be aware that e-books are an auxiliary tool for teaching. For example, when the teacher talks about the article 'Grassland', it is difficult for students to imagine the overall appearance of the grassland and understand and feel the beauty of the grassland. At this time, the teacher uses an e-book to display pictures and videos about the grassland to the students, and closely combines the content of the textbook to explain, which can greatly stimulate students' interest in learning, enable students to have a more intuitive understanding of the scenes described in the text and improve classroom teaching efficiency. In addition, e-books can bring the distance between textbooks and students closer, allowing students to experience the knowledge around them during the process of learning Chinese language. Through a genuine experience, students can cultivate the habit of self-directed learning, stimulate creative desire, and improve their writing ability. For example, when talking about Grandma's Paper Cuttings, in order to let students learn the power and warmth of kinship and learn the writing skills of describing kinship through this lesson, teachers can use e-books to show students lifelike Paper Cuttings works in different forms, so that students can feel grandma's ingenuity, feel the deep love between me and grandma's grandparents, and deepen their understanding of the text in the process of appreciating Paper Cuttings works, Guide students to write exercises with sincere emotions. [4]

4. The Problems in the Application of E-books in Primary School Chinese Classroom Teaching

As an important product of educational informatization, e-books have been around for twelve years since 2001 and have now been promoted in some places. However, as a learning tool that differs from traditional teaching, e-books also face many problems and challenges in their development process.

4.1. The Teaching Content of the E-book Package is not Entirely Reasonable

The content of e-books is not entirely reasonable. The main advantage of e-books is that they digitize the content of traditional paper books, making them an indispensable medium for multimedia teaching of primary school Chinese. They can contain more knowledge information than paper books. But currently, many electronic textbooks exceed the language and reading abilities of primary school students, which is not only detrimental to their learning but also to the teaching of primary school Chinese. For example, some e-books blindly include middle school articles in primary school Chinese e-books, which pose certain difficulties for primary school students in both reading and learning. In addition, current e-books have many functions, including music, video, and even phone calls, which are not practical and can even affect students' learning attention, thereby

affecting their normal learning.

4.2. Teachers' Complete Dependence on E-books

As a new thing, the application effect of e-books has been eagerly anticipated by educators. As the most direct instructors in the classroom, it is worth exploring how to use e-books to transform teaching models. Especially, we need to improve traditional teaching methods by focusing more on students as the main body, guiding students to engage in independent exploratory learning and group collaborative thematic learning, and conducting efficient classroom teaching in an effective interactive manner to improve teaching quality and student learning quality. However, there has been a significant imbalance in the use of e-books instead of traditional teaching in primary school Chinese language teaching. Admittedly, e-books have certain advantages over traditional teaching methods in listening, speaking, and reading. However, if e-books are used instead of traditional pen style teaching methods, it is not advisable for elementary school students with very weak basic Chinese knowledge. The traditional Chinese blackboard teaching method, although not as rich in information as e-books, also has an advantage that e-books cannot compare. It can effectively combine new characters, writing, texts, understanding, and other aspects. The process of teacher's blackboard writing is actually the process of students' learning, showing them a complete learning process, which is carried out from various aspects such as listening, speaking, reading, and writing, especially in terms of "writing", including the stroke order of each word, which is incomparable to e-books, it is a wrong idea to advocate using e-books instead of traditional teaching from this perspective.

4.3. Lack of Real Interactivity in Classroom Teaching

Electronic book packs are a relatively intuitive teaching aid. Although teachers and students can also have some interaction when using various functions, this interaction is not instantaneous, but separate. Generally, teachers should first display courseware or use other information technology methods to explain the content to be learned, and then interact with students through questioning and teaching. In traditional teaching methods, teachers teach, write, and interact with students simultaneously. This interaction has the characteristic of immediacy, and knowledge and interaction are synchronized. If we do not pay attention to improving the teaching process in the e-book package, enhancing the dynamic nature of teaching is difficult to achieve the teaching objectives.

5. The Realistic Path of E-book Package Assisting Primary School Chinese Classroom Teaching

5.1. Correctly Handling the Relationship between E-books and Traditional Teaching Modes

Clarify the auxiliary role of e-books. Due to the traditional teaching method placing more emphasis on basic knowledge training of primary school Chinese, such as pronunciation, spelling, stroke order, and some calligraphy content, it is more effective in cultivating students' listening, speaking, reading,

and writing abilities during the teaching process. Electronic book packs should be a method and means to compensate for the lack of innovation in traditional teaching methods, and should not become a substitute for traditional teaching models. Only by fully realizing the relationship between the two can we achieve effective cooperation between e-books and traditional teaching modes, and thus better play its auxiliary role. Secondly, when using e-books, it is also important to start by enhancing students' attention and interest in learning, and choose appropriate content to use. For example, in learning the ancient poem 'Hoe the Grass', teachers can play some reading videos of the poem, allowing students to learn some rhythm and techniques in poetry recitation, and gain a deeper understanding of the ideological meaning contained in the poem. For example, playing some animated materials related to this poem in class can enhance students' interest in learning, enabling them to focus on listening and avoiding the impact of mental lack of concentration on learning outcomes.

5.2. Change Teaching Methods and Enhance Teacher-student Interaction

In traditional teaching methods, using e-books to enhance interactivity, teachers can change the traditional way of playing teaching content first and turn e-books into an interactive tool. For example, when learning a new text, the teacher can record the reading audio of the text in advance and ask some questions before class, such as what the main content of the text is and how the protagonist's personality traits are. This allows students to listen to the recording with questions and turn information technology into an interactive tool. At the same time, classroom learning can be turned into a dynamic learning process. As teaching deepens, different content can be played according to the actual situation of the teaching, which can significantly enhance interactivity and flexibility, and improve the effectiveness of classroom teaching. Utilize e-books to promote interactive communication between teachers and students, as well as between students. During the communication process, it is necessary to keep communication records, and teachers can appropriately check the communication process to avoid students turning learning and communication into tools for chatting and entertainment.

5.3. Utilize the Advantages of Themed and Contextualized Teaching in E-book Teaching

The thematic and contextualized teaching mode has more

obvious advantages in the actual teaching of e-books and is widely used. The theme based teaching and experiential context of e-books pay more attention to the secondary development of teaching resources that are suitable for the target context and theme based teaching needs, advocating for the localization and optimization of the classroom teaching application context of e-books. This requires teachers to start from the excavation, accumulation, and sharing of materials and resources that are compatible with e-books, and strive to increase themed and contextualized teaching resources as much as possible. Taking the Changyan e-book package as an example, although the digital construction and publication of mainstream textbooks such as the Beijing Normal University Edition, New Education Edition, Hebei Education Edition, and Guangdong Education Edition have been basically achieved, there are many teaching resources that cannot be directly used for classroom teaching. In fact, some course resources or teaching materials are not suitable for directly entering the scope of students' learning activities or becoming objects of activities without any processing. This requires teachers to innovatively apply themed and contextualized e-books, leverage teachers' subjective initiative and students' interactive experience, while promoting the dynamic generation of students' knowledge construction. Through the interactivity and resourcefulness of e-books, as well as timely feedback from teachers, e-books can effectively promote students' deep learning. But while meeting personalized teaching needs, it also increases the difficulty for teachers to prepare and organize teaching.

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