

Research on the Integration and Application of Multimedia Teaching Resources in Primary School Chinese Curriculum

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Abstract: The purpose of this paper is to explore the integration and application of multimedia teaching resources in primary school Chinese curriculum. By analyzing the application status of multimedia teaching resources in primary school Chinese curriculum, it is found that insufficient technical equipment, insufficient teacher training, improper selection and design of teaching resources are the main problems in the application of multimedia teaching resources. Therefore, this paper proposes the integration and application strategies of multimedia teaching resources in three primary school Chinese courses, including accurate matching of teaching content and resources, personalized learning support, and interactive teaching design, based on teaching scenarios.

Keywords: Primary School Chinese; Multimedia; Pedagogical Reform; Instructional Design

At present, the rapid development of information technology in society has profoundly changed the face of the field of education. However, in the primary school Chinese curriculum, traditional teaching methods and teaching materials can no longer meet the diverse learning needs of students. Therefore, how to effectively integrate and apply multimedia teaching resources has become an important issue to be explored and solved in primary school Chinese education^[1].

1 The current Situation of the Application of Multimedia Teaching Resources in the Chinese Curriculum of Primary Schools

1.1 Multimedia Teaching Content Is Superficial

Although multimedia teaching resources have been widely introduced in the primary school Chinese curriculum, there is still a problem of

superficial content. Many teaching resources are too simplistic, lack depth and are challenging enough to meet the learning needs of different students. This may lead to students' lack of understanding of language knowledge, which affects their learning effectiveness and the improvement of language literacy^[2].

1.2 Lack of Educational Stratification in Multimedia Teaching Content

Another problem in the teaching of Chinese multimedia in primary schools is the lack of educational stratification of multimedia teaching content, which cannot be tailored to the different levels and abilities of students^[3]. Instructional resources are often uniformly designed and ignore individual student differences, which may result in some students finding the content too simplistic and others finding it difficult to keep up. Therefore, multimedia teaching that lacks educational stratification may not maximize students' interest and potential in learning^[4].

1.3 Multimedia Teaching Lacks Interactivity

In primary school Chinese curriculum, multimedia teaching often lacks sufficient interactivity^[5]. Students passively watch or listen to the content and lack opportunities to actively participate and interact. This may lead to a decrease in students' interest in language subjects as they fail to actively think, ask questions and participate in discussions during the learning process. The lack of interactivity may also affect students' learning experience and in-depth digestion of knowledge.

2 Strategies for the Integrated Application of Multimedia Teaching Resources in the Chinese Curriculum in Primary Schools

2.1 Accurate Matching of Teaching Content and Resources

Through the clever integration of multimedia resources in primary school Chinese classrooms, teachers can make the teaching content more

relevant to students' lives and stimulate their interest in Chinese. Taking ancient poetry as an example, in order to enable students to better understand and experience the beauty of language, teachers can use the advantages of multimedia resources to present them vividly as follows.

(1) Application of audio resources. Teachers can record or select audio related to ancient poems beforehand, including recitation, recitation, or soundtrack. By playing these audios in class, students can listen to the authentic speech context and feel the rhythm and intonation of ancient literature. Through the transmission of sound, it is easier for students to immerse themselves in the art of ancient poetry and form a unique feeling for classical literature.

(2) Auxiliary image resources. Combined with audio resources, teachers can display relevant pictures of ancient poems, illustrations of ancient literary figures, etc. through image resources. Such auxiliary images can not only stimulate students' visual interest, but also help them understand the scenes and emotions depicted in ancient poems more intuitively. This combination of audio-visual helps students form a more comprehensive and profound understanding of literary works.

(3) Interactive activity design. While introducing multimedia resources, teachers can also design interactive activities to make students more actively involved in the class. For example, by working in groups, students can imitate the recitation of ancient poems, or organize small groups to discuss literary techniques in ancient poems. This kind of interactive design can shorten the distance between students and ancient poems, so that they can better understand and experience the beauty of language through participation.

2.2 Personalized Learning Support

In the primary school Chinese curriculum, there are significant differences among individual students, including differences in learning level and subject comprehension ability. To better meet the needs of a wide range of students, teachers should adopt individualized learning support strategies when integrating multimedia resources.

(1) Hierarchical design of multimedia learning resources. Teachers can divide language learning resources into different levels, according to students' subject level and comprehension ability.

For example, when studying an article, more in-depth and complex background texts can be distributed through multimedia devices for high-level students, so that students can feel the author's overall creative journey, etc., while simplified versions of text materials and video materials can be prepared for low-level students, so that students can understand the overall content of the article more directly. This hierarchical design helps each student to better understand and master the language knowledge at their own level.

(2) Personalized learning task settings. Teachers can design individualized learning tasks for each student's subject characteristics. High-level students can take on more challenging tasks, such as in-depth analysis of the meaning of an article or writing a literary work; Lower-level students, on the other hand, can perform more basic tasks, such as understanding the main idea of an essay or performing simple writing exercises. Through differentiated task setting, each student's interest and motivation are stimulated.

(3) Differentiation of resource selection. Teachers can choose different types of multimedia resources based on students' interests, subject expertise, and learning styles. For example, for students who are more sensitive to images, they can use image-based resources for subject guidance; For students who prefer auditory sensations, they can make more use of sound resources. This differentiated choice of resources helps to stimulate students' multiple perceptions and subject understanding.

(4) Real-time feedback and adjustment. Teachers are expected to conduct regular subject-level assessments and provide real-time feedback based on students' actual performance. By constantly adjusting learning resources and tasks, we ensure that each student is constantly improving their subject literacy while adapting to their own level. At the same time, by encouraging students to share their subject learning experiences, they help other students to learn each other and form a discipline community.

2.3 Interactive Instructional Design

In the primary Chinese curriculum, interactive instructional design can make the classroom more dynamic and engaging by making full use of multimedia resources.

(1) The use of online interactive platforms. Teachers can choose to use online interactive platforms, such as educational apps or dedicated instructional management systems, to organize language knowledge competitions. Through these platforms, students can participate in answering questions and communicating online, making the whole class present an interactive atmosphere. Teachers can set up various forms of questions, including multiple-choice questions, fill-in-the-blank questions, and solution questions, to continuously promote students' more comprehensive understanding and application of language knowledge.

(2) Group competition and cooperative learning. Teachers can divide students into small groups and use multimedia resources to organize in-class language knowledge competitions for fierce competition among groups. This kind of competition can not only mobilize students' enthusiasm for the subject, but also promote them to learn and communicate with each other. In the competition, students can not only consolidate what they have learned, but also develop teamwork skills and improve collective wisdom through cooperative learning.

(3) Role-playing and teaching interaction. Teachers can design role-playing activities for students to experience the application of language knowledge in the classroom by combining multimedia materials such as background music and lighting. For example, students can play a role in a literary work, conduct a dialogue exercise, or create their own literary work. This hands-on approach not only makes subject learning more interesting, but also helps to develop students' creative thinking and presentation skills.

(4) Real-time interactive evaluation and feedback. In competitions or interactive sessions, teachers can use the big screen to register scores and other forms to give students real-time evaluation and feedback mechanisms in groups, so as to keep abreast of students' understanding and mastery of subjects. Through the evaluation of the correctness, depth and thinking process of students' answers, teachers can give targeted

guidance and suggestions, so that students can continuously improve their subject level in the interaction.

(5) Disciplinary inquiry and project-based learning. Using multimedia resources, teachers can also design inquiry-based and project-based learning activities. By guiding students to ask questions, investigate materials, and present results, they cultivate their awareness of active learning and stimulate a deeper understanding of language knowledge.

3. Conclusion

The integration and application of multimedia teaching resources in the primary Chinese curriculum is of far-reaching and positive significance for the all-round development of students. From the perspective of the high-quality development of primary education, making full use of multimedia resources can better promote subject learning, achieve in-depth understanding of knowledge and comprehensive cultivation of comprehensive quality.

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