Optimization of Primary School English Classroom Teaching under the Digital Background

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Abstract: As digital technology is widely used in various fields, students are exposed to more and more information, and the way of learning knowledge has changed greatly. In primary school English teaching, teachers should combine the digital environment to optimize the classroom teaching structure and promote students' independent learning. Based on this, this paper first analyzes the connotation of digital teaching and its application significance in primary school English curriculum, and then discusses relevant practical paths in combination with specific cases, to offer suggestions for the digital transformation of English teaching.

Keywords: Digitization; Primary school English; Classroom teaching; Path optimization

1. Introduction

Digital technology at present is widely integrated into students' lives and studies, bringing more new possibilities for the development of core literacy of their disciplines. As primary school English teachers, they should attach importance to the application of various digital technology achievements and digital teaching research achievements in daily teaching, build rich teaching situations to make students more willing to learn and more active in participating in the creation of teaching content, and then complete the successful construction and internalization of knowledge.

2. Significance of optimization of primary school English classroom teaching under the digital background

2.1. Enrich teaching technology and resources and improve the teaching environment

Digital technology has been applied in various ways in primary school English teaching. Teachers should make good use of relevant teaching technology and resources to improve students' growth environment and exert positive influence on their development in all aspects [1–3]. For example, teachers can use electronic screen

displays, multimedia teaching, intelligent terminal playback, online interaction, and other technologies to apply more vivid, intuitive, and interesting teaching resources to English classes, promote the digital transformation of teaching activities, and thus enrich the teaching form and content [4]. In combination with the digital background, teachers can transform the teaching concept and build a more novel and intuitive digital situation, which will be more helpful for students' knowledge transfer, more conducive to their in-depth understanding of English course content, and put the learned knowledge into practice in real life.

2.2. Change the way of content presentation to meet the needs of students' growth

Primary school English teaching involves a wide range of content, so teachers combined with a digital background to change the teaching concept, the use of digital teaching to improve the presentation of this teaching content, can make the curriculum more in line with the ideological and moral situation of primary school students, and play a more effective role in promoting their knowledge, development, learning and life process [5]. With all kinds of graphic materials and video materials being more and more widely used in basic education, it is an important guarantee to pay attention to the digital transformation of primary school English teaching and change the way of teaching content presentation to further meet the needs of students' growth. English teachers should make full use of digital teaching to intervene in the formation of pupils' ideological quality, will, and character, to create a good growth environment for them [6].

3. The current situation of primary school English classroom teaching under the digital background

3.1. Imbalance of content structure

When constructing digital primary school English classrooms, some teachers still regard themselves as content producers and students as content consumers and disintegrators. Due to the imbalance of content structure, the roles of teachers and students have not changed significantly with the digital transformation of teaching activities, which affects the effect of students' learning autonomy [7]. In addition, the generalization of digital teaching media and the two-way flow of information affects the information input and output mode and content, resulting in the imbalance of content structure of digital primary school English classrooms [8].

3.2. The proportion of composition is unbalanced

Digital technology at present is strongly involved in primary school English teaching, which promotes the rapid change of various factors in the classroom ecosystem, especially the change of environmental factors. However, many teachers fail to adapt to the trend of teaching reform to improve their information literacy and adjust their roles in teaching, which makes it difficult for students to accept independent learning modes, adapt to the new learning environment, and form new learning habits. The conflict between the role of teachers, information literacy, and the digital environment has affected the effective application of digital technology in primary school English teaching, resulting in difficulty in maintaining a balance between it and related ecological factors, and a gap between the digital transformation of teaching and the expected practical effect [9].

3.3. The attenuation of the optimization function

With the continuous enrichment of the development results of digital technology and the extensive integration with the teaching model of various disciplines, technology has rapidly evolved into an important part of the classroom environment factors. The extensive use of various digital teaching platforms and digital teaching resources has a significant impact on the ecological balance of primary school English classrooms. For example,

some teachers pursue the technical content of teaching mode too much and regard the digital transformation of English classroom teaching as a form of classroom reform supported by single or multiple intelligent technologies, while ignoring the integration and circulation of multi-modal data in the classroom to some extent, and failing to realize the comprehensive collaboration and integration of human, machine, and object [10].

4. The innovative path of primary school English teaching in the digital environment
4.1. Make good preparation before class by using information technology
In English teaching, to ensure the orderly development of teaching activities, teachers should do a good job of previewing before class. Through pre-class preview, students can not only clarify the important and difficult points in this section of teaching, but also effectively sort out the relationship between the new and old knowledge, on this basis, put forward their questions, and promote the effective grasp of the important content of this section. Therefore, teachers need to make good use of the network environment to guide students to carry out high-quality English pre-class preview activities, and at the same time, they need to give them corresponding preview guidance, to effectively improve students' independent English learning ability [11]. In addition, under the digital background, if students encounter doubts in the preview process, teachers should guide them to obtain the necessary resources through the network environment and try to solve the preview problem independently. This way can improve the effectiveness of students' preview activities and also effectively enhance their independent learning ability. For example, when explaining the content of greetings, the teacher may ask the students to collect information on foreign greetings before the class begins to make video materials of greetings, accurately grasp their pronunciation, and master the specific usage of greetings. Furthermore, the students' cognition of the content of this section will be continuously improved, which will lay a solid foundation for the orderly development of English teaching, and enhance the student's ability to carry out independent learning by using network tools.

4.2. Create a teaching situation to improve teaching effectiveness
Due to the sharing and timeliness of the information network, teachers can obtain the latest and abundant teaching resources through the network when teaching English, create a more colorful teaching situation for students, promote students' understanding of English, enhance their good impression of English, and promote their initiative to carry out English learning activities. In addition, the teaching situation created by the network environment can make the English teaching atmosphere more interesting. For example, when explaining the body sections, various parts of the body are presented with anthropomorphic images in the network environment. When selecting any organ, students can say relevant words according to their anthropomorphic image, such as foot, head, arm, leg, hand, and so on. In this way, these words related to the body parts do not require the teacher to explain them directly with the textbook, and students can understand the corresponding meanings by following the animation. In addition, teachers can also set up a virtual world on the website to encourage students to learn body parts and words in an interesting virtual situation. At the same time, adding body-related English phrases and English songs to the website can also help students learn other extracurricular knowledge and bring students a different sensory experience. In this way, teachers can create a cheerful and relaxed teaching situation based on the network environment, which can fully mobilize the initiative of students and significantly improve the efficiency of English teaching [12].

4.3. Extend the teaching content and broaden the students' English horizon
Under the background of digitalization, teachers should pay attention to extending the content of English

teaching scientifically. In traditional English teaching work, teachers take the content of textbooks as the focus of teaching, which makes students' learning activities limited and difficult to broaden their English vision. In this regard, teachers need to change the previous teaching form, make full use of the resources in the network environment to extend the teaching content, and make use of the dynamic characteristics of the network teaching resources to promote the teaching content to be more vivid. In addition, the update speed of network teaching resources is relatively fast, which can make English teaching keep up with the development of the time and help students master frontier English knowledge [13]. In addition, because network education resources are relatively rich, including key knowledge in various fields, they can provide various choices for teachers' teaching and students' learning, and help students form good independent thinking ability and independent learning consciousness. Therefore, in the follow-up English teaching work, teachers should reasonably select and summarize online teaching resources and choose teaching resources suitable for students' development, to further expand students' knowledge and stimulate their learning potential. For example, when explaining the content of colors, the textbook will involve a large number of complicated words. Although this will improve students' English word reserve to a certain extent, it still cannot meet their individual needs and desires to the greatest extent. At this time, teachers can use online teaching resources to expand their vocabulary, such as adding words like pink, navy blue, purple, and light green, to enrich students' English knowledge reserves. Therefore, in the online environment, teachers should extend the teaching content according to the teaching content and students' individual needs, to broaden students' English horizons and fully improve the quality of English teaching.

4.4. Make use of shared resources to achieve teacher-student interaction

The network education environment not only provides abundant teaching resources for English teaching but also enables teachers to guide students to find the resources they need and guide them to share the collected learning resources to help them build a relatively complete English knowledge system. At the same time, teachers can also use WeChat and Dingdou to establish study groups. In addition to sharing teaching resources with students regularly, teachers can also timely grasp their learning trends [14]. In this process, the communication between teachers and students becomes more frequent, and a good teacher-student relationship is built, which is more conducive to the orderly development of English teaching. In addition, this method also reflects the openness of modern teaching. When teachers browse more high-quality resources, they can share them in this way to realize the synchronization of resources and learning, and effectively improve the efficiency of English learning. For example, when explaining the section on the beach, the teacher not only asks students to write cool, warm, cold, hot, and other words but also makes sure that they can use different sentence patterns such as "this is" or "that is." First of all, teachers can use multimedia teaching equipment to show students how to correctly demonstrate how to accurately master writing styles such as cool, warm, cold, and hot, and also need students to capitalize the first sentence of English and write words separately. Secondly, teachers can show students the four scenes cool, warm, cold, and hot, and ask students to work in groups and choose appropriate sentence patterns according to different scenes to answer, to effectively enhance students' logical thinking and oral expression ability. In addition, the teacher can record the dialogue process of the students and play the dialogue of groups at random to guide the students to find out the problems in the dialogue and give corresponding corrective suggestions.

4.5. Strengthen extracurricular learning activities with the help of a network environment

In English teaching, if students want to achieve good learning results, teachers should not only pay attention

to classroom teaching but also pay attention to extracurricular practice, which plays a key role in improving students' English level [15]. Therefore, in actual teaching, teachers should learn to use the network environment to break through the time and space limitations of teaching and promote students' comprehensive English quality and learning effect. On the whole, through the use of network equipment, students' English learning efficiency has been significantly improved. At the same time, with the increasing popularity of the Internet, many students begin to use the Internet after class to collect information and review the knowledge they have learned in class, which can also achieve the purpose of extension training. For example, when the English teaching goal is achieved, teachers should also make use of the current network environment to carry out after-class review activities to encourage students to constantly consolidate the English knowledge they have mastered. For example, after students have mastered common sentence patterns, teachers can use the Internet to collect other forms of expression, such as asking for one's age. Then, teachers guide students to use these sentence patterns to carry out exercises after class to constantly enhance their English expression ability and effectively improve the quality of English teaching.

5. Conclusion

In summary, under the current digital background, the leapfrog development of intelligent technology has gradually been integrated into the field of education, requiring teachers to actively respond to the digital transformation of education and put forward new requirements for the current classroom construction model and their teaching ability. As primary school English teachers, they should take digital teaching as a new way and path, optimize the learning field of students by flexibly using digital resources, giving full play to the advantages presented by digital resources, innovating the application mode of digital technology, reforming the teaching quality evaluation and feedback mechanism and other means.

Disclosure statement

The author declares no conflict of interest.

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