New Mode of Distance Learning in Primary Schools in the Environment of Multimedia Computer Assisted Instruction

Xiaoyan Gao
School of Education, Shandong Women’s University, Jinan, Shandong, China

Abstract. With the Rapid Development of Science and Technology in China, Modern Information Technology Has Been Deepened and Popularized in China. At the Same Time, It Has Also Developed to a Certain Extent in the Classroom Teaching of Primary School Language. At the Same Time, the Education Reform Has Made Great Changes in the Teaching Methods of Education, and the Teaching Requirements for Each Stage Have Gradually Improved, Especially the Pupils Who Are Extremely Malleable. At the Same Time, Because of the Development of Science and Technology, Teachers Gradually Found Ways to Improve the Efficiency of Primary School Teaching; Traditional Education Combined with Modern Technology, the Development of Technology Has an Ever-Increasing Impact on Society. Therefore, in Primary School Teaching, Multimedia Technology and Traditional Media Teaching Are Combined.

1. Introduction
With the Rapid Development of Computer Technology in China, the Extent and Scope of Application of Multimedia Information Technology in China's Teaching System is Constantly Increasing. The Application of Multimedia Technology in the Language Curriculum of Primary Schools Can Effectively Combine the Text Knowledge in the Textbook with Images, Sounds, Animations, Etc., and Can Simultaneously Mobilize the Pupils, Ears and Other Organs, and Stimulate the Primary School Students to Think and Develop. Inspire the Primary School Students' Ability to Associate and Imagine, and Effectively Learn the Teaching Materials.[1] Therefore, the Application of Multimedia Technology in Primary School Chinese Teaching Activities is of Great Significance for Promoting the Reform of Chinese Language Teaching in Primary Schools. Since the Beginning of Educational Reform, People's Attitude Towards the Use of Modern Technology Has Changed Greatly. They Have Also Begun to Find Ways to Promote the Use of Multimedia Technology in Primary School Teaching. The Use of Multimedia Technology is Combined with Modernity after Many Aspects of Exploration. the Development of Science and Technology, the Effective Way Found. Language is a Course That Chinese Students Must Learn. At the Same Time, Traditional Teaching Methods Also Have Shortcomings. Introducing Multimedia Technology Teaching into Chinese Classroom Teaching Will Greatly Play the Role of Multimedia Technology and Improve Teaching Quality.

In Primary School Teaching, Due to the Importance of the Language Curriculum and the Characteristics of Chinese Knowledge, There Are Still Problems in Teaching. Trivial Knowledge Points Cannot Be Systematically Explained to Students. At the Same Time, Chinese Teaching Can Not Only Tell the Knowledge in Textbooks, But Also Have No Intuitive Channels to Learn Relevant Knowledge. This is Also the Problem That Teachers Feel When They Teach. Primary School Students Rely Heavily on the Guidance of Teachers in the Language Classroom.[2] At the Same Time, Primary School Students Are Also Groups That Need Great Interest to Study Hard. Traditional Education and
Teaching Are Inevitably “Crammed” Teaching Methods, Which Has a Great Potential to Affect Primary School Students. The Interest in Chinese Classes Affects the Quality of Teaching in Chinese Classes. The Quality of Primary School Education Will Affect the Students' Learning in Junior High Schools, High Schools and Even Universities, and Thus Affect the Quality of the Whole People. Therefore, the Importance of Primary School Chinese Education is Self-Evident, and It is Urgent to Find Ways to Improve Chinese Teaching.

2. The Role of Multimedia Technology in Primary School Chinese Teaching

2.1 Inspire Students' Interest in Learning
Pupils have a strong curiosity and have a great interest in learning. Therefore, for the teaching of the primary school Chinese curriculum, only by effectively inspiring the students' interest in learning can the primary school students be better able to learn and develop and enhance their interest in learning Chinese. Since multimedia technology effectively combines images and sounds, the attention of primary school students can be effectively attracted when multimedia teaching is carried out. Through a certain degree of stimulation to the visual and auditory sense of primary school students, the primary school students can experience an immersive feeling, which effectively stimulates the primary school students' interest in learning Chinese language, mobilizes students' enthusiasm for learning, and effectively promotes them. The teaching effect of the teacher and the learning effect of the student.

2.2 Inspire Students' Emotions
In the teaching process of primary school language, teachers can only integrate into the learning situation of Chinese texts only when they develop certain emotions with students. In this regard, the application of multimedia technology in the process of Chinese teaching, through the form of pictures, sounds, animations, etc., can create a more rich, three-dimensional teaching situation. By learning in such a situation, primary school students can effectively stimulate the emotional factors deep inside, and then enable primary school students to integrate into the teaching situation more quickly, and effectively carry out the study of Chinese courses. In addition, the application of multimedia technology can promote the language literacy of primary school students from more aspects, not only can enhance the language knowledge of primary school students, but also educate primary school students about spiritual civilization and quality.

2.3 Increase the Aesthetics of Students
Using multimedia technology to develop Chinese elementary schools, students can experience the beautiful natural scenery by showing more pictures, videos, etc., related to the classroom teaching content, such as natural scenery, human landscape, mountain water, vast grassland, flowers, birds, fish and insects. In order to effectively cultivate the beauty of primary school students, cultivate the sentiment of students and so on. By applying multimedia technology to cultivate aesthetics and cultivate sentiment to primary school students, it is possible to promote the positive and healthy development of primary and secondary school students' physical and mental health, and to acquire relevant common sense and knowledge to enhance the overall quality of primary school students. Therefore, the application of multimedia technology in the process of primary school Chinese teaching can strengthen the cultivation of primary school students' aesthetic ability and enhance the aesthetics of primary school students.

2.4 Expand the Horizons of Students
In my country, usually a lesson is 40 minutes. In the traditional classroom teaching mode, the knowledge that teachers teach students is very limited. However, with the application of multimedia technology, teachers can explain more new knowledge to primary school students in a limited time, and carry out more teaching content. Primary school students can learn more about the content of teaching materials through multimedia equipment. Knowledge information can effectively combine relevant
knowledge points, thereby expanding the learning width of primary school students, expanding the learning horizons of primary school students, helping students to access more knowledge, and improving the overall quality and ability of students.

3. Application Status of Multimedia in Chinese Teaching in Primary Schools

In order to more realistically grasp the problems existing in the application of multimedia in primary school Chinese language teaching, through the distribution of questionnaires in a primary school, interviews with teachers, and entering the classroom observation, watching the live recording video of the classroom, etc., the actual statistics and records will be obtained, and the actual data obtained from the questionnaire will be如实 presented and observed.

The study combined the questionnaires and interview outlines of relevant materials to carry out their own questionnaire design and interview design. The questionnaires were distributed to the students in the middle and upper grades of the school and 40 language teachers. The questionnaires were distributed in 250 questionnaires and 250 questionnaires were collected. Among them, 245 valid questionnaires, the effective rate was 98%; 40 questionnaires were distributed to teachers, and 40 questionnaires were collected, of which 40 were valid questionnaires, and the effective rate was 100%. Three language teachers and one principal were interviewed and participated in language lectures and classroom recordings. Finally, the paper analyzes the results of questionnaires, interviews and classroom observations, finds out the problems existing in the application of multimedia in primary school Chinese language, and analyzes the reasons behind the problems in combination with relevant theories, and tries to put forward relevant suggestions and countermeasures.

3.1 The Status of Multimedia Technology Level of Primary School Chinese Teachers

As can be seen from Figure 1, teachers download courseware online or innovate on other courseware. The multimedia courseware used by Chinese teachers is widely used. Among them, 43.5% of teachers use directly after downloading on the Internet, and 5.0% of teachers who make multimedia courseware. 30.2% of teachers choose to innovate others' courseware.

According to the above data, the proportion of teachers directly used after downloading the Internet is the largest. One of the courseware downloaded from the Internet may not meet the student's academic situation. Secondly, the quality of courseware downloaded from the Internet is not high, and some even have a lot of mistakes, which may affect the teaching effect and the fluency of classroom teaching. In the actual classroom observation, it was found that there were some cases in which the failure of the teaching materials of the teacher caused the teaching to be affected. Innovating other people's courseware belongs to the re-processing of other courseware, and integrates their own teaching ideas on the basis of others' creation.

![Figure 1 Source of Primary School Multimedia Courseware](image-url)

3.2 The Application of Multimedia in Chinese Teaching in Primary Schools
According to the survey (Figure 2), 40% of the teachers said that they use multimedia every time, 35% of the teachers said that they often use multimedia classes, and only occasionally use 20% of the teachers, and the teachers who never use them are very small. It can be seen that the characteristics of visual and intuitive multimedia teaching are favored by teachers. The use of multimedia in primary school Chinese teaching has been very common. Primary school students are in the initial learning stage of knowledge, and excessive media presentation will cause students to have basic knowledge.

![](image.png)

**Figure 2**: the Frequency of Use of Multimedia by Teachers in Chinese Teaching

3.3 The Effect Feedback of Multimedia in the Application of Primary School Chinese Teaching

It can be seen from Table 1 that in the survey on the effect of multimedia in primary school Chinese teaching, 45% of teachers said that the effect of multimedia teaching in Chinese is not obvious, and only 5% of teachers think that they can significantly improve the efficiency of Chinese teaching. It can be seen that teachers have not unearthed the true value of multimedia in primary school Chinese teaching. Teacher interviews about the advantages and disadvantages of multimedia in the application of primary school Chinese teaching “The class is very convenient, you don't have to prepare your own lessons, and the downloaded courseware has already been designed in class. The classroom discipline is not very good, and sometimes it is difficult to grasp.

**Table 1** the Effect Of Using Multimedia Teaching in Chinese Teaching

| Topic                                                                 | Option          | Percentage |
|----------------------------------------------------------------------|-----------------|------------|
| When you use multimedia teaching in Chinese teaching, is the student's learning effect improved? | Significantly increased | 5%         |
|                                                                    | Slightly improved | 25%        |
|                                                                    | No significant changes | 45%       |
|                                                                    | Slightly lower   | 15%        |
|                                                                    | Significantly lower | 10%       |

3.4 Teachers and Students' Attitude Towards the Application of Multimedia in Chinese Teaching in Primary Schools

In the teacher's attitude survey on multimedia teaching, it is known that as shown in Figure 3, 35.6% of teachers think that there is no or no, and that multimedia teaching is very important, accounting for 27.3%, and that no best teacher accounts for 12.1%. Multimedia is generally important in 27.3%. It can be seen that the proportion of teachers who have a positive attitude towards multimedia is close to that of teachers who do not care about multimedia teaching. Multimedia application teaching has not attracted enough attention from some teachers. Teachers lack sufficient recognition for multimedia teaching. know
As can be seen from Table 2, 49.5% of the students like to use multimedia teaching in the language class, 28.9% of the students said they prefer multimedia teaching in Chinese. Students who do not like to use multimedia in Chinese teaching are only 19.2%. It can be seen from the above data that with the development of multimedia information technology, multimedia teaching can integrate information such as sound, text, music, images, animation, etc., which increases the interest of students' learning, and is therefore widely loved by students.

Table 2 Students' Attitude Towards the Application of Multimedia in Chinese Teaching

| Topic                        | Option          | percentage |
|------------------------------|-----------------|------------|
| Do you like language teachers? | Like            | 49.5%      |
| Using multimedia classes     | Sometimes like  | 28.9%      |
|                              | Do not like     | 19.2%      |

4. Effective Ways to Rationally Use Multimedia Technology in Chinese Teaching in Primary Schools

Applying a new method to the primary school may have many problems in the early stage of teaching. However, as the teacher continues to improve and explore, the problem will always be solved. The solution will gradually change with the progress of the times. I believe that multimedia technology applied to primary school language teaching will be fully resolved in the future. The way to solve the problem is discussed below.

4.1 The Teacher is Rigorous and Careful

The teacher's teaching attitude is also a great guarantee to influence whether the application of multimedia technology can achieve good results in classroom teaching. Therefore, teachers should be strict in the pre-class filing and classroom teaching guidance, fully understand the students' psychology, and firmly grasp in the class. Student interest and improve classroom efficiency.

4.2 Multi-Directional Extension to Stimulate Student Interest

The interest of students is a major factor in determining the effectiveness of classroom learning. Therefore, teachers can consider how to solve some problems in the introduction of multimedia technology into the classroom. Teachers can use the characteristics of multimedia to extend knowledge more and fully stimulate students. Interest in knowledge, improve classroom activity, and thus improve the quality of teaching.

4.3 Guide Students to Use Multimedia Independently
The purpose of the current education reform is to return the classroom to the students and to teach the students as the main body of the classroom. Therefore, teachers can use multimedia technology to attract primary school students. Under the guidance of teachers, students can use multimedia technology to find relevant knowledge, and let students teach their own lectures, discover students' enthusiasm, make the classroom more lively and interesting, and let students keep in mind.

5. Conclusions
The application of multimedia technology to primary school Chinese teaching can greatly promote Chinese teaching and respond to the requirements of national education reform. At the same time, because of the importance of primary school language education, it is necessary to introduce new technologies to improve teaching effectiveness and teaching quality. The introduction of multimedia technology into the classroom teaching of primary schools is now a very effective question. Although there are many problems, as long as the teachers continue to explore, they can always find a solution. Primary education is a good foundation for students to learn in the future. We cannot afford to pay attention to it. The application of multimedia in primary school Chinese teaching has greatly mobilized the enthusiasm and initiative of students' learning, but there are also some problems in practical application. Only by discovering problems and solving problems can multimedia be better assisted in teaching. Therefore, this study investigates the application of primary school multimedia in Chinese teaching. First of all, through the questionnaire survey of some Chinese language teachers and some students from the third to the sixth grade, the three language teachers were interviewed and entered into the actual classroom to observe, and the shortcomings of multimedia in the investigation of the school language classroom were obtained. Secondly, the attribution analysis of the problems existing in multimedia teaching in Chinese is carried out. Finally, the corresponding suggestions and countermeasures are tentatively put forward.

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