

A Countermeasure Exploration on Integrating Life-oriented Education into Elementary School Information Technology

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Abstract: *Information technology plays a more and more important role in people's daily life, and the contemporary society has higher and higher requirements for the cultivation of talents in schools. For this basic learning stage of elementary school, doing a good job of cultivating students' information technology will play a great role in promoting students' future learning life. Living teaching is an important teaching mode in the history of education. If it can be scientifically and reasonably integrated into the daily teaching of the subject, the pressure on teachers will be greatly reduced, and the teaching efficiency will be greatly improved. In the information technology classroom, if teachers can integrate the elements of life into all aspects of information technology learning, then the information technology classroom is created as a living classroom. Then the information technology classroom will be more efficient.*

Keywords: *living education; elementary school; information technology*

1. Introduction

China's renowned educator Tao Xingzhi advocated the concept of "life as education" decades ago. Elementary school IT courses aim to enhance students' information literacy, enabling them to solve real-life problems. Integrating IT with daily life effectively boosts students' literacy and comprehension of learned concepts.

2. The current situation of the development of elementary school information technology courses

With the continuous development of information technology, the increasing degree of social informatization, and the comprehensive promotion of the new round of curriculum reform, the information technology course has become a compulsory course at the elementary school level. However, due to limitations in practical conditions, information technology education in China's primary schools is still in its infancy. During this early stage, there are numerous unresolved difficulties and challenges, which constrain students' learning and development in information technology courses. It also brings great resistance to the popularization and balanced development of information technology education.

2.1. Insufficient understanding of information technology education and an overly one-sided view

Most teachers in elementary school know and learn little about information technology, and simply regard it and computers as the same concept. They think that information technology education is computer education, and that all they have to do is to teach students to surf the Internet, type, chat and play games. Some teachers do not pay enough attention to information technology and do not realize its important influence on students' future study, life and work. Nor do they realize that it will become an essential tool in people's lives. They think that information technology is far away from our lives^[1]. Other teachers even think that information technology is the root cause of making students addicted to online games and do not understand the significance of offering this course.

2.2. Information technology has not been offered as a separate subject in elementary school for a long time

As the conditions of individual schools and families are different, the knowledge and operational level of students in mastering IT varies. Students with better conditions at home have a better grasp of IT knowledge because they have computers at home. In contrast, those who do not have computers at home have a poorer grasp of IT knowledge. Students from different village primary schools and teaching points also attach different importance to IT courses. This results in some students having a higher level of IT knowledge, while others have a lower level, posing a greater challenge to teachers in delivering the lessons.

2.3. Students have different learning abilities and existing knowledge, and there are differences in the completion of learning tasks

At present, most of the content of the information technology course is based on practical operation in the classroom. And most of the teachers' teaching methods use the task-driven teaching method to accomplish the teaching objectives. However, due to the students' existing knowledge being different, the ability to accept and learn new knowledge is also different. This will inevitably lead to great differences among students in the completion of the classroom tasks.

3. The significance of life education into elementary school information technology

Integrating life education into elementary school information technology classroom can improve students' practical application ability. In the past, the traditional classroom mainly focuses on the teaching of textbook knowledge, and does not pay attention to the cultivation of students' practical ability. However, elementary school information technology is originally a practical subject. If only focusing on the knowledge of the explanation, the students will not really master this subject. Therefore, we should apply the concept of life-oriented education in the information technology class. This will help to achieve the purpose of improving students' practical ability. At the same time, teachers can observe how many students were listening attentively in the traditional classroom in the past. Elementary school students are not interested in information technology knowledge. They are more concerned about the game activities. Integrating the concept of life education into the information technology classroom can stimulate the students' interest in learning. Moreover, it can help students remember the knowledge learned more deeply.

Traditional education methods need to be changed. And the integration of the concept of life education into the classroom is undoubtedly a good change. Nowadays, there are still many unreasonable phenomena in our education. For example, the traditional teaching methods are still used in many schools. Teachers and parents are now striving to correct and perfect these methods. In response to this phenomenon, we should make some changes so that our education system can develop better. Incorporating the concept of life-oriented education into the elementary school information technology curriculum is actually an important step for us to make changes. And nowadays, we can accept it when it is proved to be suitable through practice. Times are changing and we have to change too, which requires not only a change in thinking, but also a change in our way of life, education methods and other aspects.

The concept of life-oriented education makes teaching closer to students' actual cognition. Teachers can better meet students' needs of using computers in daily life by taking life-oriented as the guiding direction of teaching. In the classroom, teachers can take the way of scenario teaching to design the classroom content. It allows the limited classroom time to play a maximum role. It enables students to actively participate in the study of information technology and research practice. As a result, students can improve their information technology skills in a relaxed atmosphere. This kind of teaching is more in line with the goal of quality education in the new era. It can also provide a broader platform for students to promote their overall development. Moreover, it meets the needs of students to improve their comprehensive literacy ^[2].

4. Countermeasures for integrating life-oriented education into elementary school information technology courses

4.1. Cultivating information technology professionals and updating teaching resources

At this stage, the teaching team of elementary school information technology courses is generally in a more embarrassing situation. The rapid development of information in the Internet era and the birth of many new industries have led to a bifurcation in the age level of elementary school information technology teachers. Most information technology professionals are now engaged in new industries. This results in a significant gap between fresh graduates and older senior teachers within the teaching team. As a result, the capabilities of elementary school information technology course teachers are relatively weak. Moreover, their teaching mode is outdated, and the update of curriculum resources is slow. Usually, students in the classroom learning information technology knowledge fail to keep pace with the ever-changing development of the times.

In order to solve the practical problems of the integration of subject knowledge and elementary school information technology curriculum teaching, measures should be taken to cultivate information technology-specific personnel. First of all, from the teacher strength, training and guidance within the existing information technology teacher team should be provided to strengthen the relevant professional knowledge^[3]. In addition, regular external professional pour is to carry out lectures, to provide excellent teachers with opportunities for further training, so as to strengthen the professionalism of information technology teachers. Use a variety of means to cultivate special technical talents who can shine in the field of information technology curriculum and subject integration. Only in this way can the team of information technology teachers keep pace with the development of information technology and give full play to the functions of information technology teachers. At the same time, information technology teachers should also continue to keep up with the new education teaching resources. They should timely grasp the development of the information technology industry to ensure that students learn information technology knowledge that keeps pace with the times. Only then can students truly achieve success and learn to use the knowledge effectively.

4.2. Classroom introduction to life

The classroom introduction is like the prologue of a musical, when the prologue is opened, the musical will be officially opened. If you want students to be interested in what is being taught, you need to create a good introduction to the classroom to get students' attention, so that they can naturally get involved in the class. To get the attention of the students, so that they naturally integrated into the classroom. Therefore, for the primary stage of the information technology classroom in the introduction of the link, teachers can use pictures or videos of real-life things. It will stimulate students' interest in learning, enabling them to actively participate in information technology learning and exploration. Ultimately, they will master the content of the classroom. For example, in the "understanding of" Kingsoft "this part of the study, the teacher can use multimedia teaching equipment to play a video of the Games for the students. For such a hot and intense video, the students' attention will be unusually focused. At this point, the teacher should seize the opportunity to guide the students at the right time. "The school is about to hold a sports meeting, " the teacher can say. "we each need to make a small colorful flag to cheer for the participants of the games, okay?" Students will be excited to give a positive answer and ask how to make a small colorful flag. The teacher can then answer, "After learning the content of this lesson, I believe that everyone can make a beautiful small colorful flag." In such a way, students' interest and enthusiasm are stimulated. This enables them to naturally integrate into the learning atmosphere of the new lesson, ultimately achieve the desired learning results.

Take the teaching design of "creating a table" as an example. Word is one of the important tools for people to deal with the work and study. Inserting a form is an essential part of the basic operation of Word. The content of this lesson builds upon the students' mastery of some basic Word operations. By mastering the content of this lesson, students can lay the foundation for subsequent higher-level layout. The content of this lesson can be followed by a higher level of typesetting to lay the foundation. The new standards require teaching objectives to diversify and promote the development of various skills. Therefore, this lesson aims to help students master the method of creating tables in Word through independent inquiry and observation of the teacher's demonstration. This will stimulate students' pursuit of aesthetics. Taking into account the students' original foundation and existing difficulties, teachers can choose elements closer to life for students based on the teaching content. Therefore, teachers can use life situations at the beginning of the course to introduce: "There are many plants in the botanical gardens.

In order to make the plants grow better, the director of the botanical gardens requires the staff to carry out a detailed record after each work. If you were a staff member of the botanical garden, how would you keep records?" After that, the teacher will show students a file of plant growth recorded using a text recording method and ask them, "Students, observing this file, can you quickly find out how the tomatoes grew on March 12?" Guiding students to discover that although the pure text recording method is very comprehensive, it is not directly and quickly able to find specific information. At this point, the teacher then guides students to think about what kind of way to record can be more clear and intuitive. Step by step, guide the students to think. If the form of record can meet the above characteristics, then we can lead to "making tables". After the end of the teaching activities, teachers can also allow students to contact the actual use of Word to find out what other specific applications of tables are in life. Then, students can create a table of content that interests them for statistics^[4].

4.3. Livability of classroom content

The elementary school stage is the beginning when students really start to learn knowledge and accumulate knowledge. As the curriculum standards are now under constant reform, some experts in the education sector have also put forward higher standards and requirements for elementary school information technology courses. However, many schools do not realize this problem. Especially because the subject of information technology will not be involved in the final exams and promotion issues, many teachers will directly take up the class time of this course. They use it to study the so-called main subjects that need to be tested. Many schools in order to make the students' final grades look better, the problem has been in the state of turning a blind eye. Some schools, although aware of the problem, do not allow other teachers to take up the information technology course. But teachers still use old-fashioned teaching methods, or those who are used to tactics just pass on textbook knowledge directly to students. The teacher does not care about whether the students in this class have mastered the content, which leads to students not being active in asking questions to the teacher. Such a teacher is not deeply aware of the student-oriented education concept. They do not put the students in the classroom on the status of the main body of learning. They are only concerned about whether the teacher himself completed the classroom tasks of the class and whether they have met the school's requirements. All information technology teachers should pay attention to this problem and make the learning content of elementary school information technology courses more innovative and interesting. Therefore, in the process of teaching the subject of elementary school information technology, information technology teachers should make a detailed teaching plan, prepare the lessons seriously, and screen the contents of the textbook appropriately. They should keep the contents related to life and add some new and relevant contents to create a classroom full of vitality and energy for the students^[5].

Teaching content is the basis and premise of actual teaching activities. In the actual teaching of information technology, teachers should adjust the teaching strategy in a timely manner with the content as the core. In the introduction of the concept of living in the classroom teaching, actively develop the strong connection between the teaching materials and the life of the teaching content. Constantly improve and perfect the teaching process, and constantly enhance the degree of student participation. Better play the elementary school information technology classroom in the main position of the students. Stimulate students' interest in learning with new things and cultivate their creativity. Teaching information technology presents better teaching effect.

Teachers want to make information technology course teaching more closely linked to life. In order to achieve this, they need to choose some teaching contents closer to the elements of life in advance. By transferring the teaching content to life scenarios, teachers can mobilize students' enthusiasm and make them more focused in the classroom. For example, in the "information and information technology" part of the teaching, if teachers want to effectively improve students' learning motivation, they should aim at the interests of students. Using examples of students experiencing the application of information technology in their daily lives can be a classroom content teaching entry point. Teachers can give examples of information technology that is close to students' lives, like QQ, microblogging, WeChat, Jitterbug, and other commonly used software. Then, they can ask students: "In addition to these software, where else have you seen the application of information technology?" Starting from students' lives, teachers can mobilize their life experience and enhance their learning interest in this way^[6].

In the teaching of "Fill in the colors", teachers can take advantage of the fact that students like colors to complete the teaching of information technology courses. Teachers can first show students two different color paintings, one in black and white and one in color. The teacher can then demonstrate how to use the "Color Fill" tool. Then the teacher can organize a small competition within the class, allowing students to fill in the black and white pictures according to their favorite colors or common sense. During

the competition, the teacher can choose a song with a more soothing rhythm to play. While the students are filling in, the teacher can observe and ask the question, "Why do the lines of color go to the outside of the picture?" Students who have this question will answer, "Maybe because there was some problem in the operation, not connecting these lines together." The teacher can then explain how to fix these problems during the color fill process, such as using the magnifying glass and the undo button. Finally, after the students to fill the work of repair, the teacher and the students of the work of evaluation, so as to select the most outstanding a picture, the teacher can give appropriate encouragement and support.

4.4. Evaluation of teaching and learning for life

Most of the teachers' evaluation is based on students' performance as the main evaluation method, and few teachers are able to combine students' daily performance, operational skills and other aspects for comprehensive consideration. In order to better integrate the teaching method into the concept of life-oriented education, teachers should also conduct life-oriented teaching evaluation based on students' individual performance. If a student is seen to be particularly attentive to learning, the teacher should give a positive response in time and praise and commend the student's behavior. For students who do not listen attentively, teachers should not use hard and serious criticism, but can kindly remind students to focus on. In addition, teachers in the evaluation should also be diversified evaluation, not only for teacher evaluation, but also can be used for student self-assessment, mutual evaluation between students. In this way, student evaluation is more comprehensive, allowing students to be evaluated from their own evaluation and evaluation of others to find out their own problems, and can be dealt with in a timely manner. For example, after teaching the "drawing" software, teachers can let students use the software to create their own paintings after learning. This allows students to practice using the drawing of wavy lines, drawing straight lines, drawing a variety of shapes, coloring, modification of the border, and other knowledge for picture innovation. When the students are finished, the teacher can create a folder and put the works created by the students in the folder for other students to appreciate and evaluate^[7].

5. Conclusion

With the continuous development of society, science and technology continues to progress. Information technology has become an indispensable part of people's lives. Teachers should be in the teaching process to help students better understand the knowledge of information technology, master information technology skills. It will enable students to keep abreast of the development of the times and incorporate the concept of life-oriented education to promote the continuous improvement of the overall quality of students. The reform of information technology curriculum makes the information technology classroom break free from the mechanical and boring teaching form. The living education element adds luster to the information technology curriculum. Therefore, in the process of teaching, teachers should first capture students' preferences. Then, introduce knowledge points according to students' interests. Constantly add new knowledge in the process of actual teaching. It not only respects students' main position in classroom teaching, but also improves the overall effectiveness of teaching through students' participation. In addition, through competitions and awards, teachers can create a more relaxed learning atmosphere for students. Only in this way can we truly achieve the integration of teaching and learning, practice the concept of living education and realize living teaching. Moreover, it provides an effective guarantee for the teaching effect of elementary school information technology. Teachers should continue to open the door of life, in creating a living educational atmosphere, and fully realizing the educational value of information technology courses.

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