

Research on the Relationship between Digital Resource Construction and Students' Core Literacy in Primary School English Teaching

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Abstract: *With the advent of the era of globalization, English, as an important tool for international communication, plays an increasingly important role in China's education system. Primary school is a key period of English learning, which is of great significance to cultivating students' language habits and improving their language literacy. However, the relationship between digital resource construction and students' core literacy has not been systematically studied. To this end, this paper will discuss this topic, from the primary school English teaching and application of digital resources and in primary school English teaching, the importance of digital resources construction in primary school English teaching application strategy and the case analysis discusses the relationship between digital resources construction and students' core literacy, in order to provide theoretical support for the application of digital resources in primary school English teaching.*

Keywords: *Primary School English Teaching, Students' Core Literacy, Digital Resources*

1. Introduction

With the advent of the era of globalization, English, as an important tool for international communication, is playing an increasingly important role in China's education system. Primary school is a key period of English learning, which is of great practical significance for cultivating students' language habits and promoting the improvement of their language literacy. Therefore, discussing how to improve the quality of primary school English teaching and optimize the existing teaching resources has become the focus of primary school educators [1]. This paper aims to analyze the relationship between the construction of digital resources and students' core literacy, so as to provide a positive reference for English education and teaching in primary schools in China.

In recent years, with the rapid development of information technology, digital resources are increasingly widely used in the field of education. In primary school English teaching, digital resources not only enrich the teaching content and teaching methods, but also improve students' interest and desire to learn, thus promoting the great improvement of teaching quality. However, the relationship between digital resource construction and students' core literacy has not been systematically studied. To this end, this paper will discuss this topic, in order to provide theoretical support for the application of digital resources in primary school English teaching.

2. The Main Digital Resources in Primary School English Teaching

2.1. Multimedia Database

Multimedia database is an important part of the construction of digital resources, which contains rich image, audio and video resources, which have a significant effect of improving students' language literacy and cultural literacy. For example, the interest of the cartoons, the sense of rhythm of the songs and the visual attraction of the picture books together constitute an environment for students to absorb English knowledge and understand English culture in a pleasant atmosphere. At the same time, the multimedia database also provides teachers with a variety of teaching materials, helping to enrich the classroom teaching means.

2.2. The English Learning Application

English Learning Application (App) is an important tool to improve students' listening and speaking ability and independent learning ability. These applications often integrate advanced speech recognition technology and interactive exercises, allowing students to practice listening and speaking in a simulated natural language environment. In addition, many Apps also provide personalized learning advice and progress tracking to help students conduct autonomous learning more effectively.

2.3. Online Course Platform

The online course platform provides rich learning resources and interactive opportunities, which is of great significance for cultivating students' thinking quality and learning strategies [2]. For example, case analysis, discussion areas and test questions on the platform can encourage students to think more deeply and comprehensively. At the same time, online courses also encourage students to conduct independent exploration and collaborative learning to improve their learning strategies.

2.4. English Aids

English AIDS, such as translation software and online dictionaries, greatly improve students' learning efficiency and problem-solving ability. These tools can provide immediate help and solutions when students encounter new words or grammatical problems in their learning. In addition, some auxiliary tools also have the phonetic translation function, which can help students to better understand and express in the oral communication.

English learning aids, such as translation software and online dictionaries, greatly improve students' learning efficiency and problem-solving ability. These tools are able to provide students with immediate assistance and clear answers, especially when they encounter unfamiliar vocabulary or complex grammatical problems. Further, some advanced auxiliary tools even provide speech translation function, which not only greatly facilitates students' oral communication, but also helps them to understand and express English more accurately. With the support of these tools, students are more confident to cope with the challenges in language learning and constantly improve their English proficiency in practical applications.

3. The Application Status of Digital Resource Construction in Primary School English Teaching

3.1. Application of Multimedia Teaching Resources

Multimedia teaching resources include pictures, audio, video and other forms, which can transform abstract English knowledge into concrete and vivid learning materials, so as to effectively improve students' interest in learning and understanding. In primary school English teaching, teachers can use multimedia resources to display pictures of English words, so that students can deepen the understanding and memory of vocabulary in the intuitive visual impact; it can also play English songs, movies, to cultivate students' listening and speaking ability.

3.2. Application of Online Teaching Platform

The online teaching platform provides students with a large number of online learning resources, which can help students improve their autonomous learning ability [3]. In primary school English teaching, teachers can guide students to use the online teaching platform for online learning, such as watching online courses and completing online exercises. At the same time, teachers can interact with students in real time through the online teaching platform to provide targeted suggestions and guidance for students.

3.3. Development of English Learning Applications

English learning application is an easy to carry and operate learning tool that can help students learn English anytime and anywhere. In primary school English teaching, teachers can recommend appropriate English learning applications to students, which can not only provide additional learning support outside the classroom, but also stimulate students' interest in learning and promote their independent learning. In addition, teachers can also publish learning tasks and assignments through the English learning

application, so that students can consolidate their knowledge in time.

4. The Importance of Digital Resource Construction in Primary School English Teaching

4.1. Enrich the Teaching Content and Improve Students' Interest in Learning

In primary school English teaching, the role of digital resources can not be underestimated. For instance, by incorporating animated videos to elucidate the pronunciation and application of English words, we can establish an environment conducive to students effortlessly absorbing English knowledge and appreciating English culture within a pleasant ambiance. For another example, the use of pictures and charts to show the daily life and cultural customs in English-speaking countries can help students to better understand and remember English words and phrases. These digital resources not only make English teach more vivid and interesting, but also can improve students' enthusiasm for learning and stimulate their interest in learning.

4.2. Innovate Teaching Methods and Improve Teaching Quality

Digital resources provide a variety of new teaching methods for teaching English in primary schools, such as online teaching and flipped classroom. Through the online teaching platform, students can learn English anytime and anywhere, and teachers can also provide targeted learning guidance and suggestions for each student through the online platform. By changing the traditional teaching mode and adopting innovative teaching methods, teachers allow students to learn independently through digital resources before class, and the class time is mainly used for discussion and practice, so as to improve the teaching effect. These new teaching methods not only improve the teaching quality, but also promote the overall development of students.

4.3. Personalized Learning to Meet Students' Differentiated Needs

Every student has a unique learning style and interest, and therefore, the construction of digital resources is crucial, which can meet the personalized learning needs of students. For example, digital resources can provide customized learning content for students with different learning progress and interests through personalized learning plans and recommendations. This personalized learning method can not only improve the students' learning effectiveness, but also help to develop their independent learning ability. Students can study at a pace that suits their own learning, which will help to improve their learning results.

5. Composition and Training Objectives of Students' Core Qualities

5.1. Language Literacy

Language literacy is the foundation and key of primary school English teaching. It refers to students' ability to use English to communicate effectively, including listening, speaking, reading and writing. In order to cultivate students' language literacy, teachers should use diversified teaching strategies, such as organizing group discussions, guiding students to tell stories, role playing, etc, which can stimulate students' enthusiasm for language learning and improve their language expression skills. In addition, teachers should also pay attention to expanding students' vocabulary and grammar knowledge reserve, and provide them with sufficient language materials to promote the quality of students' language input and output.

5.2. Cultural Literacy

Cultural literacy refers to students' understanding of the culture and customs of English-speaking countries, which helps to improve students' cultural communication ability between Chinese and Western countries. In teaching, teachers can introduce the historical background, festivals, customs and other cultural elements, so that students can not only learn the English language, but also have a deeper understanding of the English cultural knowledge. In addition, teachers should also encourage students to explore and compare the cultural differences between Chinese and foreign countries in order to cultivate their cultural awareness.

5.3. Thinking Quality

As a language teacher, cultivating innovative thinking, logical reasoning, and critical analysis skills which plays a crucial role in English education^[4]. In order to cultivate students' thinking quality, teachers can design thoughtful tasks, such as problem solving, the case analysis, debate, etc. At the same time, encouraging students to put forward new ideas and create new contexts can effectively improve their innovative thinking. The cultivation of critical thinking requires teachers to guide students to evaluate and reflect on what they have learned, and to form an independent and objective view. Additionally, fostering students' logical thinking abilities is crucial.

5.4. Learning Strategies

Learning strategies involve how students effectively plan to learn, self-directed learning, and cooperate with others to learn [5]. Teachers should teach students how to develop and personalize learning plans, and guide them on how to use existing resources for autonomous learning. In addition, through group cooperation, peer assistance and other forms, teachers can cultivate students' teamwork learning skills and help them learn to share, discuss and solve problems.

Through the above content, we can see the composition of students' core literacy and training goals. In primary school English teaching, teachers should focus on cultivating students' core qualities such as language literacy, cultural literacy, thinking quality and learning strategies, so as to improve their comprehensive English ability.

6. The Relationship Between Digital Resources Construction and Students' Core Literacy

6.1. The Construction of Digital Resources Helps to Improve Students' Language Ability

The language learning materials rich in digital resources can provide primary school students with a practical English learning environment and improve their language expression ability. Through multimedia teaching resources, online course platforms and English learning applications, students can improve their language ability, enhance their cultural understanding, exercise their thinking quality, and learn effective learning strategies through colorful interactions and practices.

6.2. The Construction of Digital Resources Helps to Cultivate Students' Cultural Awareness

Digital resources contain rich cultural elements. In the process of learning English, students can have contact with the cultural background of different countries, which helps to cultivate students' cultural awareness. Through multimedia teaching resources, online course platforms and English learning applications, students can learn the historical traditions and cultural customs of English-speaking countries, so as to improve their cross-cultural communication skills.

6.3. The Construction of Digital Resources is Conducive to Cultivating Students' Thinking Quality and Innovation Ability

Digital resources provide students with rich learning materials and ways, which can help to cultivate students' thinking quality and innovation ability. Through multimedia teaching resources, online course platforms and English learning applications, students can be exposed to different views and ideas to stimulate their own thinking and creativity.

There is a close relationship between the construction of digital resources and students' core literacy. Digital resources such as the multimedia database, English learning application, online course platform and English AIDS not only provide rich learning materials and interactive opportunities, but also help to cultivate students' language literacy, cultural literacy, thinking quality and learning strategies. Through the rational selection and use of these digital resources, teachers can effectively improve students' core literacy and lay a solid foundation for their all-round development.

7. Application Strategy of Digital Resource Construction in Primary School English Teaching

7.1. Choose and Use Digital Resources Reasonably, and Closely Combine Them with the Teaching Content

In primary school English teaching, teachers rationally choose and use to digital resources according to the requirements of teaching objectives and the specific needs of students. These resources can include multimedia teaching software, online courses, educational games, etc. At the same time, teachers need to closely combine these digital resources with the teaching content to make the English teaching process interesting and vivid, stimulate students' interest in learning and improve their enthusiasm. For example, when teaching animal vocabulary, teachers can use multimedia teaching software to display the images of various animals, so that students can deepen their understanding and memory of vocabulary in the intuitive visual impact.

7.2. Pay Attention to Students' Individual Differences and Provide Personalized Learning Resources

Every student has his own learning characteristics and interests, so in the construction of digital resources, we should pay attention to providing personalized learning resources. These resources can be classified according to students' grade, interest, learning level and other factors, so that students can choose targeted learning resources according to their specific actual situation, so as to improve the learning effect. For example, for students with more difficulties in learning English, they can choose some basic online courses or educational games to help them consolidate their basic knowledge; while for students with better English, they can provide some more challenging learning materials to further expand their English skills.

7.3. Strengthen Teacher Training to Improve Teachers' Ability to Use Digital Resources

The application of digital resources in primary school English teaching is inseparable from the active participation of teachers and the effective use of [6]. Therefore, education departments and schools should strengthen the training of teachers' digital resources knowledge and improve the level of teachers' use of digital resources. The training content can include the selection of digital resources, use methods, teaching design and other aspects, so as to ensure that teachers can fully apply digital resources in English teaching. Through the training, teachers can better understand the value of digital resources and learn how to integrate them into the classroom teaching, so as to improve the quality of teaching.

7.4. Establish and Improve the Evaluation System, and Pay Attention to the Comprehensive Development of Students' Core Qualities

In the process of digital resource construction, it is very important to establish and improve the evaluation system. Teachers should pay attention to the learning effect of students in the process of using digital resources, and understand the students' needs and feedback, so as to adjust and optimize the resources. At the same time, the evaluation system should also pay attention to the comprehensive development of students' core literacy, including language skills, thinking ability, cultural consciousness and other aspects. For example, teachers can comprehensively evaluate students' learning outcomes with the help of digital resources through multiple dimensions, such as the classroom performance, the homework completion, and students' active participation in discussions.

8. Case Analysis

In order to better understand the application of digital resource construction in primary school English teaching, the following is a case analysis:

Case study: Digital resource construction practice of a city primary school

The primary school is located in a city in China. In recent years, it has actively invested in the construction of digital resources and has achieved remarkable results. The school is equipped with advanced multimedia teaching facilities, and has built a comprehensive campus network system, thus creating a convenient digital learning space for teachers and students. In English teaching, the school adopts various digital resources such as multimedia teaching resources, online course platform and English learning application program. Teachers use multimedia teaching resources, such as pictures,

audio and videos, to make English teach more vivid and interesting. Through the online course platform, students can watch quality teaching videos and learn and practice online. In addition, the school also recommended an English learning app for students to study independently in their spare time.

The school has also strengthened teacher training and strengthened the level of their use of digital resources. Through the training, teachers have learned how to choose the appropriate digital resources, deeply combine them with the teaching content, and improve the teaching effect of primary school English. At the same time, the school has established an evaluation system to pay attention to the comprehensive development of students' core qualities. Through regular evaluation, the school monitored the effect of digital resources and optimized and adjusted according to the feedback.

However, in the process of practice, schools also encounter some challenges, such as the quality of digital resources and the lack of technical ability of teachers. In view of these problems, the school has taken a series of countermeasures, such as strengthening the supervision of resource suppliers and providing technical training.

Through this case, we can see that the application of digital resources construction in primary school English teaching has achieved good results. Through the reasonable selection and use of digital resources, the school has improved the teaching quality and promoted the comprehensive development of students' core literacy. At the same time, the school also faces some challenges, but through the positive response, it has achieved remarkable results.

9. Conclusions

After in-depth research and practice, we find that the construction of digital resources plays a vital role in primary school English teaching, and it is closely related to the cultivation of students' core literacy. Through the rational selection and use of digital resources, we can make the teaching content more vivid and interesting, and improve students' interest and enthusiasm in learning. At the same time, measures such as paying attention to personalized learning, strengthening teacher training and establishing and improving the evaluation system are also helpful to improve the quality of English teaching in primary schools and promote the whole development of students' core literacy.

In order to promote the continuous progress of English teaching in primary schools, we propose the following improvement measures. First, relevant departments should increase funding to ensure that schools have access to diversified digital resources, covering multimedia teaching tools, online courses, and interactive education applications. Next, schools need to train teachers professionally to enhance their teaching skills in using digital teaching resources, so that teachers can more effectively integrate these resources into classroom teaching. Finally, teachers should pay attention to students' 'personalized needs, be good at using digital resources, and devote themselves to improving students' core literacy, including language skills, thinking ability and cultural awareness.

Looking into the future, with the development of science and technology, the construction of digital resources will play a greater role in primary school English teaching. We can foresee that teachers and students will be able to enjoy more abundant and convenient digital resources, to provide strong support for improving the quality of English teaching. At the same time, the construction of digital resources also helps to cultivate students' 'innovation ability and information literacy, and lays a foundation for students' all-round development.

In the future development, we look forward to seeing the deep integration of digital resources construction and primary school English teaching, which will not only improve the quality of teaching, but also cultivate students' comprehensive ability. Educators should continue to explore and practice, and constantly update their teaching ideas and methods to meet the needs of educational development in the new era. Through the effective promotion of the construction of digital resources, we believe that primary school English teaching will be more efficient and interesting, so as to better promote the development of students' 'core literacy, and lay a solid foundation for students' future study and life.

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