

Analysis on the Use of Textbooks Compiled by Primary School Chinese Teachers

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Abstract: Teaching materials are important resources for the implementation of new curriculum and the main basis for carrying out teaching activities. The effect of primary school Chinese teachers' use of unified compilation materials has a profound influence on the effect of new curriculum reform and discipline education in basic education. This paper builds a "level model of Primary school Chinese teachers' use of unified textbooks", conducts a questionnaire survey and interview analysis of primary school Chinese teachers' use of textbooks, and finds out the advantages and disadvantages of teachers in four aspects: understanding and research of textbooks, integration and adjustment, teaching presentation, evaluation and reflection, so as to provide references for teachers to better use new textbooks.

Keywords: Primary school Chinese teachers; Unified compilation of teaching materials; Use of teaching materials

In order to better understand the use of teaching materials by teachers, find problems or puzzles in teaching practice, and provide targeted suggestions for the full implementation of teaching materials, According to Professor Kong Fanzhe's "Textbook level Model for Teachers' Use of textbooks", this paper constructs a "Textbook level model for Primary School Chinese teachers' Use of unified Textbooks" (see Table 1) from four aspects: teachers' understanding and research of textbooks, integration and adjustment of textbooks, teaching presentation of textbooks, and reflection on textbook evaluation.

1. Teachers have a low understanding of curriculum standards and teaching materials

According to the survey, only 11.11% of the teachers can understand the content of the Compulsory Education Chinese Curriculum Standards (2022 edition) very well, only 12.22% of the teachers can understand the content, structure, concept and characteristics of the textbooks very well, and nearly half of the teachers have a general understanding or a poor understanding of the curriculum standards and textbooks. In addition, we learned from the interview that when teachers encounter confusion in the course of using textbooks, the solution strategy is to refer to high-quality teaching design and consult experienced peers... Almost no teachers will use the curriculum standards as a reference to solve problems in the use of textbooks, and some teachers even said that they have not studied the curriculum standards after the formal job. All these are the teachers' lack of grasp of the guiding ideology of the textbook use theory and low understanding of the curriculum standards and textbooks. If teachers fail to recognize the leading role of relevant sections in curriculum standards, it will seriously affect the development and improvement of the use level of textbooks.

Table 1. Primary school Chinese teachers' understanding of curriculum standards and teaching materials

dimensionality	topic	Percentage of options (%)					Average score
		Very understanding	Comparative understanding	General understanding	Don't quite understand	incomprehension	
Dimension 1 Understand the research curriculum	What is your understanding of the content of the Chinese Curriculum Standards for Compulsory Education (2022 edition)? (Multiple choice)	11.11%	37.78%	46.67%	4.44%	0%	3.56
	What is your understanding of the content, structure, concept and features of the textbook? (Multiple choice)	12.22%	36.67%	48.89%	2.22%	0%	3.59

2. Teachers pay less attention to the structure of unified compilation materials

In the actual survey (Table 2 below), compared with the structural characteristics of the textbook, most teachers pay more attention to the language elements of each unit in the textbook, the teaching value of the Chinese text of the textbook and the content of the corresponding

test points. If knowledge is the rich connotation and substance of teaching materials, then the logical structure of teaching materials is its rigorous and orderly support. Therefore, while deeply understanding the knowledge of teaching materials, teachers should also accurately grasp its closely connected internal logical relations. Compared with other Chinese textbooks, one of its distinctive features is its strong logic, clear structure and double-line structure. From the whole set of textbooks, the arrangement of its language elements is also from easy to difficult, from shallow to deep, step by step, spiral, interspersed in the content of each volume of textbooks. Each unit of the unit introduction, text selection, exercises, exercises, oral communication, Chinese garden, etc. are based on the elements of the unit and the humanities theme. When using the unified compilation textbooks for teaching, teachers should understand the structural characteristics of the textbooks so as to master the double-line structure of the textbooks. On this basis, they should plan the teaching content of the whole unit or even the whole primary school stage as a whole, instead of dividing each text, focusing only on the teaching value and corresponding test points of a single text, and teaching independently one by one.

Table 2. Research situation of primary school Chinese teachers on teaching materials

dimensionality	topic	Option percentage(%)				
Dimension 1 Understanding research material	You often pay attention to the information is (Multiple choice)	The teaching value of the Chinese text of the textbook itself	Content related to the test site in the textbook	Each unit in the textbook points to the language elements	Structural characteristics of teaching materials	other
		78.89%	77.78%	85.56%	64.44%	3.33%

3. Teachers' ability to integrate and use teaching materials has reached the standard level

From the perspective of teachers' integration of teaching materials (see Table 4), only 10% of teachers rarely adjust teaching materials, and 2.22% of teachers never adjust teaching materials, and there is a situation of "reading from the book". Most teachers are able to adapt teaching materials and have a certain ability to integrate and use them. Through further investigation, it is found that teachers can make reasonable teaching adjustment according to the changes of new teaching materials and learn from other teaching materials. The basis for adapting teaching materials, in order from highest to lowest percentage, is: The main and difficult points of this course (76.67%), the actual learning situation of the class (75.56%), the past teaching experience (62.22%), the Compulsory Education Curriculum Standards (2022 edition) (54.44%), and some teachers will choose to adjust the content of the textbook based on excellent online course resources. This shows that most teachers' ability to integrate and use teaching materials has got rid of the level of misuse and mechanical use, and reached the level of routine use, and some teachers have reached the level of innovative use.

Table 3. The adjustment of primary school Chinese teachers to teaching materials

dimensionality	topic	Percentage of options (%)				
Dimension 2 Integrate and adjust teaching materials	Do you often adjust (add, omit, rearrange, replace) the content of the textbook? (Multiple choice)	总是	经常	有时	很少	从未
		5.56%	26.67%	55.56%	10%	2.22%
	To what extent do you adjust the teaching content (reasonable addition, omission, reordering, substitution)? (Multiple choice)	误用	机械使用	常规使用	有些新意	创造使用
		2.2	3.6	57.3	25.7	11.2
	What is the basis for you to adjust (add, omit, adjust, replace) the content of the textbook? (Multiple choice)	Refer to the Chinese Curriculum Standards for Compulsory Education (2022 edition)	The teaching of this lesson is important and difficult	Previous teaching experience	The actual learning situation of the class	other
		54.44%	76.67%	62.22%	75.56%	3.33%

4. Teachers present uneven levels of teaching materials

According to the survey results (see Table 4), most teachers are able to guide students to use paper textbooks in class. Teacher T3 mentioned in the interview: I think it is very necessary for teachers to use paper textbooks in the classroom in the context of the current information age. My class is basically inseparable from paper textbooks, if the class completely rely on teaching ppt certainly can not. The more in the age of information, the more we should return to the teaching material itself. It can be seen that teachers can recognize the value of paper textbooks.

When guiding students to use textbooks, most teachers can consciously guide students to pay attention to parts other than the content of the text, such as notes (75.56%), unit introduction pages (71.11%), and illustrations (70%). Relatively speaking, the number of teachers who can pay attention to textbook illustrations when using textbooks is relatively small.

From the perspective of the utilization of teaching materials resources, most teachers present the original content of teaching materials in teaching PPT, but 42.22% of teachers only sometimes present the original content of teaching materials in teaching PPT, and 4.44% of teachers never present the original content of teaching materials in teaching PPT. It can be concluded that some teachers have weak awareness of combining electronic teaching materials with multimedia resources.

Table 4. The teaching presentation of textbooks by primary school Chinese teachers

dimensionality	topic	Percentage of options (%)				
		always	frequently	At times	seldom	never
Dimension 3 Present stimulus material	Do you guide students to use paper materials in the classroom? (Multiple choice)	always	frequently	At times	seldom	never
		21.11%	55.56%	17.78%	4.44%	1.11%
	Do you present the material in the teaching PPT? (Multiple choice)	always	frequently	At times	seldom	never
		10%	42.22%	42.22%	1.11%	4.44%
	How do you often guide students to use the materials? (Multiple choice)	Teacher question-driven	Task-driven learning	Reading material	Remind students to make comments	other
		77.78%	71.11%	74.44%	62.22%	3.33%
	What do you often guide students to focus on in the textbook? (Multiple choice)	Text content	annotation	inset	Unit guide page	other
		85.56%	75.56%	70%	71.11%	2.22%
	What influences your presentation of the material? (Multiple choice)	The level of understanding of the subject matter	Text interpretation and teaching design ability	Teaching ability	Student learning situation	other
		53.33%	72.22%	67.78%	67.78%	10%

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