Pacific International Journal, Vol. 8(4); 2025
ISSN (Print) 2663-8991, ISSN (Online) 2616-4825[1]
DOI:10.55014/pij.v8i4.851
https://rclss.com/index.php/pij

Research on the Application of Information Technology in Chinese Language Teaching in Primary Schools—Taking Excellent Traditional Chinese Culture as an Example

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Abstract: The "Compulsory Education Chinese Curriculum Standards (2022 Edition)" explicitly states: "Chinese excellent traditional culture should be a key focus of instruction, further guiding students to absorb outstanding traditional cultures from both ancient and modern times, Chinese and foreign, thereby enhancing their ideological and cultural cultivation and fostering cultural confidence." Educating students in Chinese excellent traditional culture has become increasingly important, and the rapid development of information technology can further propel the advancement of Chinese language teaching in primary schools.However, there are certain issues in the process of integrating information technology into primary school Chinese teaching. For example, some teachers lack sufficient proficiency in applying information technology, school teaching resources lack systematic and targeted approaches, and the central role of students in learning is often overlooked. To address these problems, the following countermeasures are proposed: strengthening teachers' information technology training, emphasizing students as the main subjects of teaching, and guiding students to actively participate while applying information technology appropriately. Through these measures, the deep integration of information technology with the teaching of Chinese excellent traditional culture in primary school Chinese education can be promoted.
Keywords: Primary School Chinese; Information Technology; Excellent Traditional Chinese Culture; Educational Strategies

Research Background

With the rapid development of information technology, it has become an indispensable auxiliary attack in various industries and has also had a significant impact on People's Daily lives. In this educational context, information technology means have gradually been applied in primary school Chinese teaching, bringing new sparks and innovative ideas to the primary school Chinese classroom.

In 2014, the Ministry of Education issued the "Guidelines for Improving Education on Fine Traditional Chinese Culture", which clearly states that education on fine traditional Chinese culture should be further strengthened and gradually integrated into the curriculum and textbook system of primary and secondary schools in a phased and orderly manner. In addition, the "Compulsory Education Chinese Curriculum Standards (2022 Edition)" mentioned in the curriculum concept: "We should emphasize the contemporality and exemplary nature of the curriculum content and strengthen the integration[1] of the curriculum content." The thematic education represented by the fine traditions of the Chinese nation reflects the exemplary nature of the curriculum content. These fine traditional cultures contain rich values such as respect for elders, honesty and integrity, impartiality and selflessness, etc. Introducing them into primary school Chinese teaching can effectively convey and promote the culture and spirit of our country, and also help shape students' good character and daily behavioral norms[2]. Information technology means can help teachers explore diverse teaching models and provide abundant teaching resources, which is of great significance for promoting the all-round development of primary school students.

The information technology tools currently used in primary school classrooms include Seewo whiteboard, Deepseek, Rain Classroom, PPT, etc. These information technology tools can stimulate classroom enthusiasm, broaden students' horizons and improve teaching efficiency. Applying these information technologies to primary school Chinese classes and introducing traditional Chinese culture education in the operation process can enrich teaching resources and increase students' understanding of our country's traditional culture, which not only meets the demands of today's quality education, but also enhances students' cultural confidence[3]. Therefore, the application of information technology in primary school Chinese teaching needs to be explored in depth to make primary school Chinese teaching more complete.

Theoretical basis

1. Constructivist learning theory

Constructivist learning theory emphasizes that learning is a process in which learners actively construct knowledge rather than passively receive information. Learners can constantly adjust and reorganize the structure[4] of knowledge in their minds through interaction with the environment. In the process of teaching Chinese in primary schools, the application of information technology can provide students with richer learning resources and a wide variety of learning scenarios, helping primary school students gain a deeper understanding of China's fine traditional culture. Primary school students

[Received 14 March 2025; Accepted 16 May 2025; Published (online) 20, August, 2025]

are in a crucial period of transition from concrete image thinking to abstract logical thinking, and their learning relies on more intuitive and visual materials. Information technology uses technologies such as multimedia and virtual reality to transform abstract traditional cultural knowledge into more vivid and intuitive forms. Teachers can more easily help students better understand and remember traditional cultural knowledge by using animation to show the classic story "Ma Liang with the Magic Brush" or by recreating the celebrations of ancient festivals through virtual scenes.

2. Situational awareness theory

In the context cognition theory, learning takes place in a specific context, and the meaning of knowledge is closely related to the context. Learners can acquire knowledge and skills[5] by interacting with the environment. It is possible to create virtual situations through information technology, allowing students to learn in simulated traditional cultural Settings. Although primary school students have a limited ability to understand abstract concepts, they are better at learning through specific contexts. Information technology can integrate traditional cultural knowledge into specific contexts through various forms such as multimedia courseware and interactive games. For example, online platforms can be used to simulate the classrooms of ancient academies, allowing students to experience the learning methods of ancient students and thereby enhance their understanding of traditional culture.

3. Theory of Multiple Intelligences

The theory of multiple intelligences, proposed by Howard Gardner, holds that humans have multiple intelligences (such as linguistic intelligence, logical-mathematical intelligence, spatial intelligence, etc.), and education should respect and develop students' multiple intelligences. Information technology can meet the learning needs[6] of students of different intelligence types through diverse teaching methods. The development of intelligence in primary school students is diverse and varied. Information technology can meet the learning preferences of different students through forms such as animation, video, and interactive games. In the teaching of excellent traditional Chinese culture, various forms of learning activities can be designed, such as making animations on the theme of traditional culture, writing digital picture books of traditional stories, etc.

4. Social and cultural theory

Proposed[7] by Vygotsky, sociocultural theory emphasizes the important role of social interaction and cultural tools in cognitive development. Vygotsky pointed out that learning occurs through the mediation of social interaction and cultural tools such as language and symbols. Information technology can be regarded as a cultural tool to facilitate students' learning of fine traditional Chinese culture through social interaction. Students have a strong need for social interaction, and they can deepen their understanding of knowledge through interaction with peers and following the guidance of teachers. Teachers can use information technology through online discussion platforms, collaborative learning tools, etc. to facilitate students' learning of traditional culture through interaction. For example, teachers can use online platforms to organize students to share their understanding and feelings about traditional culture, and students can deepen their understanding of the culture through peer interaction.

Current situation survey

1. Survey implementation

In order to gain a deeper and more comprehensive understanding of the integration of information technology in primary school Chinese teaching, this study used the questionnaire survey as the main data collection method and combined it with the interview method to supplement the conclusions, thereby enhancing the credibility of the research conclusions. The survey lasted for more than six months. In early January, the main questions and interview Outlines of the questionnaire were designed and the questionnaires were distributed. From February to April, SPSS software was used to count, organize and analyze the collected questionnaires. From May to June, the results were further refined and summarized. This also provides more detailed data support for subsequent teaching practice recommendations.

2. Questionnaire test

This study used the online survey tool "Wenjuanxing" for two rounds of trials. First, a focused survey was conducted on students in grades three and four at G Primary School in Hulun Buir. The selection of students in this age group is mainly due to the fact that they are in an important stage of rapid development of language ability and gradual accumulation of Chinese language knowledge, and have a certain foundation in cognitive level and acceptance ability, which is conducive to the effective integration and acceptance of traditional cultural content. At this stage, students can not only understand the basic connotations of traditional culture, but also participate in a certain level of learning discussion and activity design, which is researchable and representative.

Secondly, a questionnaire survey was conducted among teachers who had taught grades three and four, using the same online tools for questionnaire distribution and communicating with teachers during their spare time to ensure the authenticity and completeness of the questionnaires. To further enrich the research data, six teachers were randomly selected from those who had participated in the questionnaire survey, and face-to-face interviews were conducted to further understand their specific practices, actual feelings and suggestions in the teaching process. This combination of quantitative and qualitative approaches helps to obtain more effective research data. With the teacher's consent, make detailed recordings and organize and summarize the findings after the interviews.

3.Distribution and collection of questionnaires

The study sample included language teacher-level students in the second grade. A total of 125 documents were distributed to teachers in grades 3-4, and 120 valid questionnaires were collected, with an effective response rate of 96%. In addition, 280 valid questionnaires were distributed to students in grades 3 and 4, and 272 valid questionnaires were collected, with

an effective response rate of 97%. Among them, 143 students in Grade 3 and 129 students in Grade 4 participated effectively.

Table 1:Diagram of dimensions and question distribution of Teacher Questionnaires

Dimensional classification	question number	core content
Teacher background and school environment	1, 2	Teaching experience, school location differences
Information technology application status	3, 4, 5	Frequency of use, tools, resource channels
Teaching effects and teacher cognition	6, 7, 8, 10	Effect evaluation, teaching methods, value recognition
Challenges and Needs	9	Difficulties and Support Needs in the application of technology

This table categorizes content from four dimensions. Teacher background and school environment dimensions, length of service, school location differences; The information technology application status dimension involves the frequency of information technology use, tools, and resource channels, etc. It helps to systematically sort out information, identify key points, and provide a clear framework for subsequent in-depth analysis of teachers' situations and formulation of relevant strategies.

Dimension classification	question number	core content
Learning Interests and Preferences	1, 4, 10	Interest preferences for information technology-assisted traditional culture teaching
Perception of learning outcomes	2, 7, 8	The extent to which information technology helps with understanding, memorizing and applying knowledge
Learning behavior patterns	3, 5,6	problem-solving methods of students and after-class autonomous learning situations
Teaching interaction participation	9	Student interaction enthusiasm in the Information Technology classroom

Table 2: Map of dimensions and Question Distribution of Student Questionnaires

The questionnaire above is designed from four dimensions: learning interest and preference, perceived learning outcomes, learning behavior patterns, and teaching interaction participation. The advantage is that it provides a comprehensive understanding of students' acceptance and interest in information technology-assisted traditional culture teaching; Accurately grasp the effect of information technology on knowledge understanding, etc. Have a clear understanding of students' problem-solving and self-study situations; Accurately assess students' enthusiasm for interaction in the information technology classroom to provide a strong basis for optimizing teaching and improving quality.

Result Analysis

1. Statistical analysis of teacher questionnaire survey results

The survey on the current situation of integrating information technology into primary school Chinese teaching in Hulun Buir City mainly processed the data through frequency analysis and descriptive analysis. As shown in Table 3, a total of 120 teachers participated in the survey, and 12% of them had taught for 1 to 5 years. More than 15 years of teaching experience accounted for 32%; Other years of teaching make up 36% of the total teaching staff.

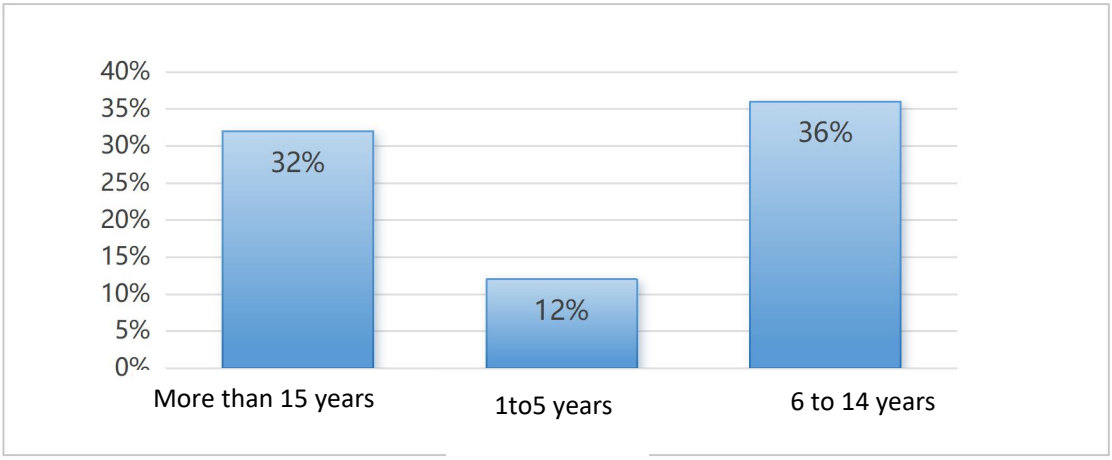

Table 3: Distribution of age of teachers surveyed

According to Table 4, the information technology applications used by teachers include PPT, Seewo whiteboard, online learning platforms (Chaoxing, Smart Cloud platform, etc.), educational apps, and others. Thirty percent of teachers use Seewo Whiteboard; 40 percent of teachers use PPT; Online education platforms, educational apps, and other information technology tools account for 15%, 10%, and 5% respectively. It is evident that Seewo Whiteboard and PPT have become more commonly used information technology tools by teachers.

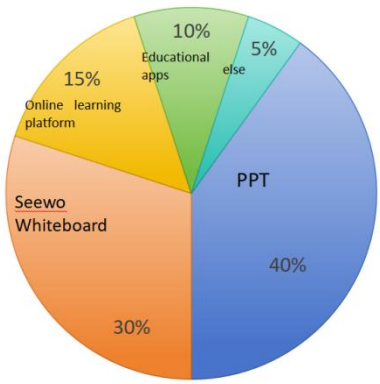

Table 4:Frequency and Tools of Information Technology Application by Teachers Surveyed in the Questionnaire

It can be seen from Table 5 that there is a problem of "thinking too much and using too little" in the application of information technology in current traditional culture teaching. Experienced teachers are slow to adapt to new technologies; Young teachers, though they learn quickly, are few in number and have limited influence. Urban schools have relatively abundant equipment resources, while those in towns and rural areas have weaker conditions, and there is a significant disparity in the application of technology. In the classroom, 90% of teachers still remain in the "display-oriented" mode of putting pictures and videos on PPTS, and rarely use methods that can deeply stimulate interest, such as animated demonstrations and interactive activities. In addition, outdated equipment and inadequate operation training in schools often lead to superficial application of technology. Although it is widely recognized that information technology is important for cultural inheritance, in actual teaching, technology is more of a "finishing touch" and has not been truly integrated into the core of teaching to form a systematic innovative approach.

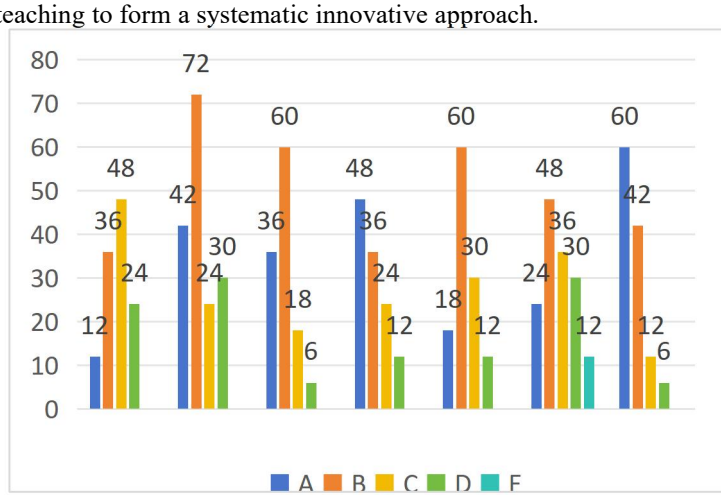

Table 5:Statistical Chart of Basic Information of Teachers surveyedStatistical Chart of Basic Information of Teachers Responding to the Questionnaire

2. Analysis of Student Questionnaire Survey Results

As shown in Table 6, the total number of valid student samples was 272, including 135 males and 137 females, with a male-to-female ratio of approximately 1:1. Students from Grade 3 and Grade 4, 130 and 142 respectively, also showed a ratio close to 1:1. The sample structure is relatively balanced, which helps to gain a deeper understanding of the students being surveyed.

Variables	Options	Number of people	Percentage
Grade	Grade 3	130	48%
	Grade 4	142	52%
Gender	All Boys	135	50%
	All girls	137	50%
Total		272	100%

Table 6: Basic information of the student sample

According to Table 7, 70 percent of students believe that information technology can help them better understand and master what they have learned in class, especially in the study of traditional stories. 80 percent of students say that forms such as animated demonstrations help them deepen their memory and understanding. This indicates that information technology, in its intuitive and vivid presentation form, has enhanced students' interest and perception of traditional culture to a certain extent. The data shows that only 15 percent of students said they would actively use information technology to further study traditional culture after class, indicating that students' awareness of autonomous learning still needs to be strengthened. In terms of classroom participation, students' enthusiasm in interactive sessions is also relatively limited. Only 41% of students say they will actively participate in classroom discussions or activities, reflecting that there is still room for improvement in interactive design when teachers apply information technology. From the perspective of technology preference, animated stories and virtual reality resources are the most popular among students, while learning tools such as online competitions and smart tutoring are used less frequently. In addition, 10 percent of students give up directly after encountering difficulties in using technical resources, indicating the lack of timely and effective support mechanisms in the current teaching assistance system.

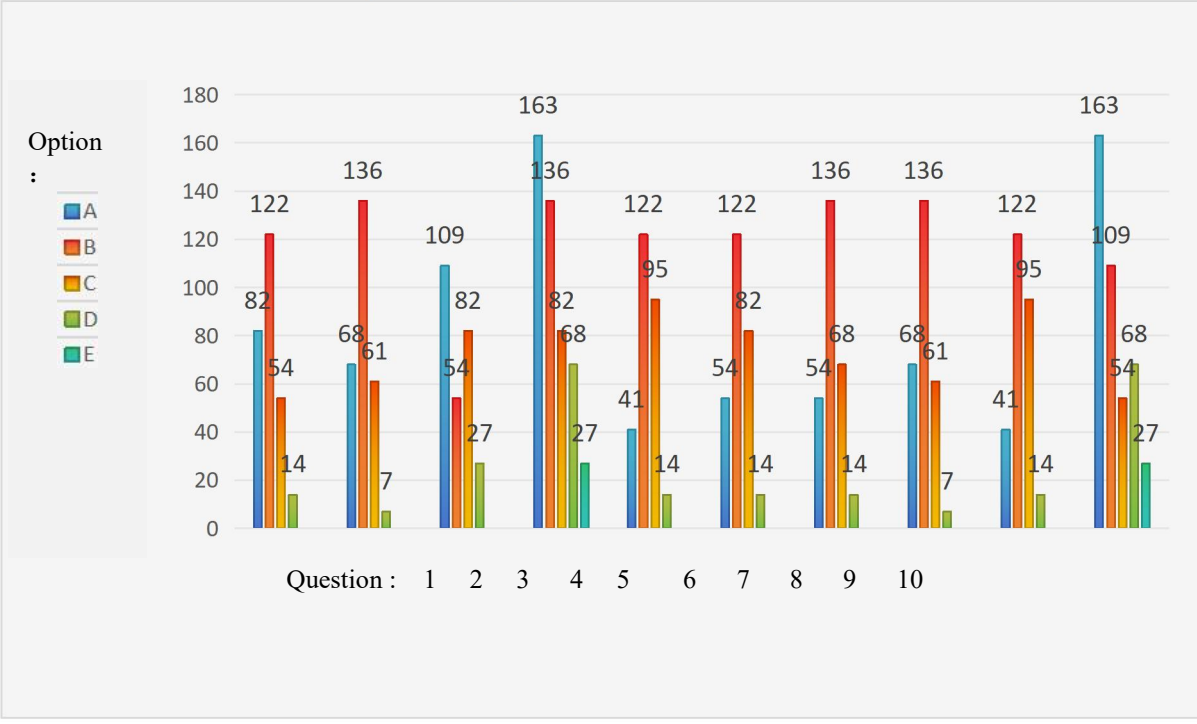

Table 7: Statistical Chart of Basic Information of Students surveyed in the questionnaire

Questions

1. School level

(1) School-based resources lag behind

There are problems such as lagging resources, incomplete technical support and training systems in schools, which seriously hinder the integration of information technology with primary school Chinese teaching. With the wide application of information technology, there is an increasing abundance of teaching resources on the Internet about China's fine traditional culture, including a large number of courseware, videos, audio and text materials. However, the quality of the current resources varies greatly, with inaccurate content, insufficient understanding, and even incorrect information. Some resources merely list superficial knowledge, lacking an in-depth interpretation of the essence of culture, and some contain misinterpretations or misleading explanations of traditional culture. If schools directly allow teachers to use these resources without screening or discriminating them, it may not only affect the accuracy and authority of classroom teaching, but also form a wrong cultural perception among students, which is not conducive to their correct understanding and inheritance of fine traditional Chinese culture. Therefore, it is imperative to enhance the information literacy and resource screening capabilities of schools, as well as to improve the renewal of school-based resources.

(2) The teaching resources are not targeted

In the practice of teaching traditional culture in primary school Chinese, the existing teaching resources are mostly general-purpose content, with few systematic developments specifically tailored to the age characteristics and cognitive development stages of primary school students. These resources are often designed in a way that leans towards high school or adult learners. For primary school students, the language difficulty is high and the depth of knowledge does not match, which can easily cause comprehension obstacles. Especially when teaching some of the more profound traditional literary works, such as ancient prose and poetry, there is a lack of age-appropriate rewriting and stratified guidance. Students often find it difficult to truly understand the cultural essence and emotions contained in the works during the learning process. This "misalignment" between resources and the audience not only weakens the effectiveness of teaching, but also hinders students' interest and identification with China's fine traditional culture. Therefore, future development of teaching resources should focus more on stage matching and age-appropriate content to better meet the learning needs and cognitive characteristics of primary school students.

(3) Less training in software and hardware

According to the survey results, the number of teachers who participated in educational information technology training was more concentrated in three sessions, accounting for 38%. But in recent years, with the rapid development of the information age and the astonishing pace of update and iteration of educational terminals, the frequency of teachers' participation in training is relatively low. In addition, during the research and interviews on the current situation of information technology application among primary school Chinese teachers, it was found that older teachers or those from remote areas had a lower frequency of using information technology means such as Seewo whiteboard and PPT. Through the interviews, it was learned that the reasons for the lower usage were not knowing how to operate or operating poorly. In multimedia teaching, some teachers were unable to master basic functions such as animation design and audio-video embedding proficiently during the use of PPT, resulting in problems such as stuttering and incoherent content during classroom demonstrations, which affected the fluency of teaching. More importantly, due to the lack of proficiency in technical operations, teachers have difficulty adjusting courseware content in a timely manner or flexibly guiding classroom interaction during the teaching process, which affects the effectiveness of information technology serving teaching. Especially when teaching content related to traditional culture, if information technology cannot be used to restore the cultural scene and present the cultural atmosphere, then the advantages of technology cannot be truly brought into play. The above problems indicate that there is still considerable room for improvement in the information technology usage ability of some teachers at present, and there is an urgent need to enhance the overall technical literacy through systematic training and continuous support in order to better promote the implementation of traditional culture content teaching.

2. At the teacher level

(1) Emphasizing presentation while neglecting student engagement

Often, the application of information technology in teaching still remains at the stage where teachers give one-way demonstrations, and students merely watch and accept[8] passively. For example, when teaching traditional culture through online learning platforms, although the platforms have interactive functions, teachers fail to fully explore and utilize them, and students have few opportunities to participate in discussions and express their own opinions, which is not conducive to cultivating students' thinking ability and the spirit of independent exploration of traditional culture.

Many teachers use information technology to teach traditional culture in a rather monotonous way. Always confined to conventional means such as playing videos and showing pictures, lacking innovative and diverse instructional designs. In the long run, students tend to develop aesthetic fatigue and lose interest[9] in learning traditional culture. Some teachers are overly dependent on information technology, turning the classroom into a mere platform for showcasing technology. Every teaching session is filled with a large amount of multimedia materials such as pictures and videos, seemingly lively, but neglects students' in-depth thinking and understanding of the content of traditional culture itself. When teaching ancient poetry, animated videos are played frequently. Students' attention is more drawn to the animation effects and they have no time to appreciate the charm and connotation of the poetry, putting the cart before the horse and letting technology[10] take the lead.

(2) The teaching method is inappropriate

In classroom teaching, 38.3 percent of teachers choose to answer questions after the operation, which means that teachers do not use information technology as an interactive tool and ignore the functions of information technology that can help students learn independently. Teachers are able to present knowledge of traditional culture in a variety of technological forms when teaching. But when it comes to teaching some key and difficult points, there are problems such as the

repeated use of technical means or improper teaching methods. For example, when teaching "Jingwei Filling the Sea", the teacher played a large number of pictures, which failed to arouse students' curiosity in the introduction of the class. In addition, the haphazardly mixed use of technical means, emphasizing the personalization of techniques without seeing whether students' cognition can accept them. The survey results showed that 49.43 percent of teachers said that teaching a traditional culture class would take 16 to 20 minutes to operate information technology, and the time spent operating information technology has taken up half of the classroom teaching, putting the cart before the cart and ignoring the subjectivity of students.

3. At the student level

Primary school students, due to their young age, are still developing their cognitive abilities and generally have a weaker ability to distinguish information from the Internet. Students who use information technology platforms to study Chinese fine traditional culture are very likely to come into contact with unfiltered or distorted content. Some online videos, short articles, blogs, etc. are of unknown origin, have not been professionally reviewed, and even carry strong subjective assumptions and commercial tendencies. Primary school students often lack the ability to judge the authenticity of such information and are easily misled. This phenomenon, if not guided and intervened, may form a wrong cultural impression on students and even cause a deviation in values, affecting the establishment of their cultural identity and the development of their cultural literacy. Therefore, while promoting information technology in the classroom, it is also necessary to strengthen media literacy education for students, guiding them to learn to distinguish the authenticity of information and ensure the correctness and security of traditional culture learning.

The essence of promoting educational informatization and presenting distinctive primary school Chinese classes lies in transforming the teaching structure of the classroom and fully mobilizing students' initiative, enthusiasm and creativity. In the process of learning traditional culture with the assistance of information technology, some primary school students rely too much on the guidance and arrangement of teachers and have a weak sense of autonomous learning. Lacking the initiative to explore traditional cultural knowledge and merely completing learning tasks as required by teachers is not conducive to their in-depth understanding and inheritance of excellent traditional Chinese culture.

Countermeasures

1. School level

Schools should attach great importance to information technology training for teachers, develop systematic, comprehensive and targeted training programs, and conduct training in a stratified and categorized manner based on teachers' different technical levels and teaching needs. For example, novice teachers should focus on basic operation training, while experienced teachers should focus on advanced application and innovative teaching methods training. Regularly assess the effectiveness of the training, and adjust the content and methods of the training in a timely manner based on teachers' feedback and teaching practice to ensure that the training can effectively enhance teachers' information technology application ability and meet teaching requirements.

To promote the integration of information technology and primary school Chinese teaching at the school level, schools should update their concepts, upgrade their campus environment, and build a comprehensive and multi-level support system to provide a solid guarantee for the integration of the two. Establish a mechanism for equipment maintenance and update, regularly inspect, maintain and update information technology equipment in schools to ensure normal operation of the equipment and avoid disruptions to teaching progress and effectiveness due to equipment failures.

Schools can adopt some encouraging policies to enable teachers to carry out information-based teaching, use micro-lesson videos to create flipped classrooms, and achieve an effective combination of online and offline learning models. Chinese excellent traditional culture is rich in content, and students' interest in different Chinese excellent traditional cultures varies. Schools can understand students' needs, produce short videos and upload them to online teaching platforms, and encourage students to choose specific videos based on their interests and hobbies during their after-class time to improve their knowledge and literacy. For example, schools can encourage teachers to produce related micro-lesson videos based on different traditional festivals, including the origin of the festivals, poems related to the festivals, etc. Students can take advantage of holidays to watch and vote for their favorite micro-lesson videos, and the school can give a certain reward to the teacher with the highest number of votes.

2. At the teacher level

Primary school Chinese teachers should use information technology to organize classroom activities that carry forward the fine traditional culture of China, guiding students to not only understand the connotation of the fine traditional culture of China, but also master the ability to carry forward the fine traditional culture of China. [11]In the actual teaching process, if teachers have a strong ability to integrate network resources and can organically combine information technology with the curriculum content, the teaching effect will be significantly enhanced. For example, when teaching the ancient poem "Thoughts on a Silent Night", first show pictures of the life scenes of the era in which the ancient poet Li Bai lived through PPT, and then add animated videos of the poetic imagery to enable students to feel Li Bai's longing for home while looking at the moon more deeply, and thus better understand the ideological connotations in "Thoughts on a Silent Night". Instead of merely explaining the textbook text, it enriches the classroom content and broadens students' cultural horizons by introducing a variety of resources such as related historical background videos, pictures of the lives of ancient scholars, and animated recitations with background music. For example, in the teaching of "Pangu Creates the World", teachers should do a good job of pre-class preparation, collect relevant story content for students, and collect some other mythological stories to attract students' attention. First of all, the teacher can design music, pictures, etc. as the introduction content of the teaching, show the students pictures of ancient mythological stories, and encourage students to

learn in a relaxed and pleasant mood. Secondly, teachers should dig into the ideological content behind the myth and lead students to experience the spirit of Pangu, which helps to inspire students' admiration[12] and praise for Pangu.

In addition, teachers should reform the traditional teaching model, focus on the students as the main body, let students feel the connotation of the excellent traditional Chinese culture, enhance cultural literacy, and bring positive influence for future development. For example, when teaching "Oral Communication: Doing Handicrafts", teachers should take Chinese traditional culture as the entry point, select local characteristic handicrafts (such as patchwork) as the practical carrier, and help students accumulate materials through handicraft activities. Use multimedia teaching equipment to show thematic courseware about "patchwork" to help students understand the origin and development of patchwork, display exquisite works to students, and stimulate students' enthusiasm for making. After the event, Teacher Kaining Information Technology shared the students' works on the online cloud platform, allowing parents to also see the students' works, achieving the linkage of classroom teaching and family education, and improving students' time and oral expression skills, as well as the inheritance of excellent traditional Chinese culture through hands-on practice.

3. At the student level

When teachers use information technology for teaching, they should fully consider the cognitive development characteristics of primary school students and reasonably design teaching content and presentation methods. For example, break down complex traditional cultural knowledge into simple and understandable small modules and present them through vivid and interesting animations, pictures, etc., to attract students' attention and help them better understand and absorb the knowledge. Cultivate students' information discrimination ability and teach them how to distinguish the authenticity of online information, such as by explaining the reliability of information sources and comparing information from different sources, so that students can accurately filter out correct and useful information when exposed to a large amount of traditional cultural content presented by information technology.

Teachers should focus on gradually fostering students' spirit of active exploration in the teaching process by setting interesting inquiry tasks, such as allowing students to independently explore the origin of the customs of a certain traditional festival using online resources, encouraging students to actively participate and guiding them to shift from passive acceptance of knowledge to active seeking of knowledge. Establish a learning incentive mechanism, give appropriate rewards such as letters of commendation and small prizes to students who show active and proactive exploration and have achieved results in information technology-assisted traditional culture learning, stimulate students' learning enthusiasm, encourage them to develop good learning habits, and make better use of information technology to learn excellent traditional Chinese culture.

After teachers update their teaching concepts and enhance their technical literacy, teaching methods are innovated. For example, activities such as traditional culture knowledge contests and group creation of traditional story picture books are carried out through online interactive platforms. These innovations break the monotony of traditional teaching, deeply integrate information technology with traditional culture teaching, give full play to the leading role of students, increase their participation and creativity, and bring new vitality[13] to traditional culture in new teaching forms.

Conclusion

Through the research on the influence of information technology in the teaching of excellent traditional Chinese culture, we have deeply realized that information technology can bring huge advantages to primary school Chinese teaching. Teachers use information technology in various forms such as multimedia courseware, animated videos and online teaching platforms to inject vitality into primary school Chinese teaching. This breaks the time and space limitations of traditional teaching in primary school Chinese, presenting the profound and extensive Chinese excellent traditional culture more vividly to students. Through information technology, students can experience the artistic conception contained in ancient poetry and understand the philosophical wisdom hidden in traditional stories, which can greatly stimulate students' interest in learning Chinese, and at the same time expand the depth and breadth of students' understanding of the content of Chinese teaching. Teachers should also be aware of the excessive reliance on information technology in specific teaching practices, which can cause teachers to overlook the direct emotional communication between teachers and students. On the other hand, when choosing information technology resources, teachers should screen them reasonably based on the content of the course and the age group of the students they teach, and avoid using inappropriate materials.

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