On the Problems and Countermeasures of "Online Teaching" in Dazhou Primary School

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Abstract: Through questionnaires and interviews, this paper summarizes the main problems of online teaching during the period of "class suspension without school suspension": teachers have more understanding of online teaching than practice; Lack of understanding and misunderstanding of the use of online teaching resource database and teaching functions. In order to solve the above problems, some countermeasures are given, including online teaching content training for primary school teachers; Increase the popularity of parents on online teaching and information technology.

Keywords: Online Teaching; Teacher Student Interaction

Through the distribution of questionnaires to primary school teachers and interviews with some parents, teachers and primary school students, we can understand the online teaching problems in Dazhou primary school during the period of "class suspension without school suspension", and reflect the problems of online teaching from point to area. The research objects mainly include teachers, parents and primary school students. The research content includes teachers' evaluation and application of online teaching platform, parents and students' problems in online teaching and so on.

1. Analysis of teachers' basic situation

First, the subjects are mainly Chinese, mathematics and English. The questionnaire survey found that about 91% of online teaching is mainly Chinese, mathematics and English.

Second, the age is mainly young teachers. Among the teachers who conduct online teaching, 95% are under the age of 40, of which more than 70% are under the age of 30. The post-90s have become the main force of online teaching.

Third, the training experience of online teaching. Only 12% of teachers have received the training of "online teaching (including flipped classroom)"; 65% of teachers have heard of online teaching, but they have no in-depth understanding.

2. Teachers' application of online teaching resources

(1) Application of online teaching platform. 31% of teachers use nails as online teaching platform, 41% use Tencent QQ or video conference as online teaching platform, and 21% use Wechat.

(2) Application of online teaching resource database. Online teaching resources mainly refer to online teaching

resources for students to acquire new knowledge, including online teaching platform, online teaching video courses, software and applications on electronic devices, etc. During the survey, 89% of teachers used the national primary and secondary school network cloud platform and the national education channel as the main online teaching resources.

3. Changes during parents' online teaching

(1) Time and energy spent. 67% of parents spend 2–3 hours supervising and guiding their children. 21% of parents spend 1–2 hours. 90% of parents said that they spent more time on their children's study during online teaching than before. For example: "as long as I don't look at him, he's distracted"; "If you don't look at him, he won't study hard. Every day when he studies and does his homework, I have to accompany him. It can be seen that parents spend most of their time urging and accompanying him.

(2) Evaluation of online teaching effect. 83% of parents said that the effect of online teaching was not as good as that of offline teaching. 92% of parents believe that online teaching can not replace offline teaching. 78% of parents believe that online teaching can be combined with offline teaching as an extension of offline teaching. In the interview, the parents' attitude "feels that it is better to have classes in school, or to sit in the classroom, and the children can learn and understand things. In this online teaching, the children will eat and look around for a while, so it is difficult to ensure that they listen carefully (teaching effect)". It can be seen that parents still recognize the traditional offline teaching methods.

(3) Application of online teaching resources. Online teaching resources, including online high-quality online courses, online teaching platforms and online teaching software. In this survey, 11% of parents have used online teaching resources; 89% of parents have never used online education resources.

(4) Competency of online teaching. During the online teaching period, 69% of parents felt hard for their children's homework guidance; Only 7% of parents think they are better qualified for academic counseling. Through the interview, many parents reported that the number of conflicts and disputes with their children increased during online teaching.

4. Problems in online teaching

(1) Teachers know more about online teaching than practice. At present, many teachers are still in the exploratory stage of online teaching, so the problems reflected by teachers are also more concentrated. First, online teaching is difficult to effectively interact with students and monitor students' learning effect. Second, it is difficult to monitor students' learning status. In online teaching, it is difficult for teachers to judge whether students pay attention.

(2) Teachers lack understanding of online teaching resource database and the use of online teaching functions. Teachers only focus on simple operations for the functional application of online teaching platform, such as check-in, assignment and review, while online teaching functions based on big data, such as students' learning situation diagnosis and error analysis, are not well developed and utilized.

(3) Students' self-study ability is insufficient, and the effect of home learning is uneven. Through the interview with the senior students and their parents in primary school, it is found that the learning and homework of the senior students are almost completed under the guidance of their parents, which reveals the lack of their self-study ability. For example, student a said "(let me learn by myself) I don't know what to learn"; B said, "after listening to the online class, there are still a lot of homework"; It can be seen that in the usual teaching process, there is a lack of cultivation of students' self-study ability.

(4) Teachers have limited mastery of online teaching and modern teaching technology. For online teaching, most teachers hold a recognition attitude. However, most teachers lack relevant training for online teaching, and have less grasp of online teaching methods, application of teaching platform functions, course recording and broadcasting, etc.

(5) Parents are not competent for online family counseling. Many parents made it clear in the interview that they are not familiar with the operation of online teaching platform and the use of online teaching resources. For example, in the interview, some parents said that "the child has been in primary school for four years, and I feel I can't tutor her now", "I just supervise her online classes and do her homework every day, and I haven't previewed with him". It can be seen that parents not only lack understanding of online teaching knowledge, but also need to increase the educational ideas and methods of some families.

5. Countermeasures and suggestions for improving online teaching

Construct a modern online teaching mode, and give some countermeasures and suggestions through scientific analysis according to the problems existing in online teaching.

(1) Strengthen the training of relevant online teaching contents for teachers. Although there are platforms including superstar academic video, MOOC and wisdom tree at this stage, teachers' online teaching is still being explored in practice: first, the concept of "online teaching". Online teaching is only a form of teaching. It is not confined to live teaching, and the role of teachers is not simply "anchor"; Other teachers believe that online teaching should be consistent with offline teaching, and 45 minutes of teaching should be guaranteed. In fact, this is a stereotype. If online teaching is "live broadcast" by teachers for 45 minutes, it is a great challenge and unnecessary for teachers and students. Second, "online teaching" method. In online teaching, it is difficult for teachers to grasp the learning situation of students through the screen, which requires teachers to change the teaching based on "teaching method" in traditional teaching, and increase practice method, question and answer method or group operation method for online teaching. Third, online teaching assessment methods. In primary school, the most widely used assessment method is test paper, and online teaching puts forward a test to the traditional assessment method. First of all, you can use online electronic questionnaires, such as "questionnaire star" and other software to assess. The biggest advantage of this method is that when the whole class submits the test paper, the correct rate of each question will be displayed immediately. In this way, teachers will more intuitively see the questions with high error rate and check the deficiencies and make up the omissions.

(2) Strengthen the cultivation of students' self-study ability and help them formulate home study plans. In the survey, it is found that although "online learning" is carried out well, none of the students have a clear home learning plan. Children's study and homework are completed under the supervision and guidance of their parents. Therefore, in the future teaching, we should pay attention to the cultivation of self-study ability, that is, to cultivate students' independent preview ability, independent homework or group cooperative learning ability.

(3) Popularize online teaching knowledge for parents. During home study, parents have become the main supervisors and companions of children's learning. Of course, it will inevitably take time for parents to accept "new things" such as online teaching, which requires the popularization of some common sense to parents, including: first, the basic knowledge of information technology, the function of online teaching platform, the acquisition of online teaching resources, and the basic operation steps of online teaching software. Second, family teaching methods. During children's online teaching, parents should not only supervise and urge, but also learn to guide and stimulate children's interest in learning, not just supervise and manage; In the process of homework counseling, parents should not only provide answers to their children, but also teach their children the methods of review, reflection and searching information through the network. Improve the level of parents' family education and better realize home school co education.

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