THE PROBLEMS AND COUNTERMEASURES OF PRIMARY SCHOOL TEACHING MANAGEMENT UNDER THE BACKGROUND OF "INTERNET + EDUCATION" IN TAIYUAN CITY

BY

MING XU

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION

IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

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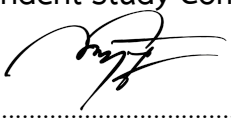

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Abstract

This study in order to "Internet + education" the impact on the traditional primary school teaching management as the breakthrough point, to education equity theory, humanistic management theory, theory of education informationization, using literature research, questionnaire survey method, observation method. Through the questionnaire investigation and observation method, students' main body status, information about the present situation of teachers' teaching resources present situation, analyses the present situation in the construction of teaching facilities.

The research results show that the school teaching management S situation the main existing problems of the following four aspects: 1: teachers' information technology teaching ability. 2: the inadaptability of Internet learning. 3: imperfect information of teaching resources. 4: imperfect teaching facilities. Finally, put forward the following countermeasures from four aspects: 1: improve teachers' information technology application level. 2: optimizing students' Internet learning adaptability. 3: the integration of information technology teaching resources. 4: perfect the construction of teaching facilities. To promote "Internet + education under the background of" the role of primary school teaching management, to promote "Internet + education" in the development of teaching management.

Keywords: Internet + education Countermeasure, Education management Teaching management

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Ming Xu

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Chapter 1
Introduction

1.1 Statement of the problems

1.1.1 background of the study.

1. We are in a rapidly changing information age, and we have entered a mobile Internet era based on information technology. Artificial intelligence, robots, cloud computing, big data, mobile Internet, Internet of things are affecting our lives all the time.

2. Novel coronavirus began to sweep the world in January 2020, and the emergence of the COVID-19 epidemic has become a dividing line. this is a "new era" of compulsory education teaching caused by the intersection of "Internet +" and "COVID-19 epidemic situation". This new era puts forward new requirements for the teaching management of compulsory education.

1.1.2 Questions studied.

Due to the emergence of the epidemic situation of COVID-19, 2020 has become a turning point in school information construction, and the construction of "Internet + Education" has become an important work agenda for all schools. Through the experience and experience of this period of time, I deeply feel that because of the epidemic, it has accelerated the vigorous development of Internet teaching in Chinese schools, and the school teaching administrators are obviously unprepared, although the epidemic has gradually stabilized. However, the Internet teaching method will not pass because of the epidemic, but will develop more firmly, because "Internet + education" is the trend of the times. We should face up to this trend, do a good job in primary school teaching management research, and improve the level of school teaching management in order to cope with the advent of the Internet teaching era.

1.2 Research objectives

Under the teaching method of "Internet + Education", it puts forward new requirements for school teaching management, and adaptive teaching management

plays a very important role in promoting teaching under the Internet situation. the purpose of this paper is to study the teaching management method which is more suitable for Internet teaching.

The main contents are as follows: (1) through the research on the relevant literature of teaching management at home and abroad, to understand the development of teaching management, together with a series of policies and scholars' related research put forward by the government under the background of "Internet +", to support this research in theory.

(2) this study takes Taiyuan s School as the questionnaire survey object, combined with the author's observation in the teaching field, investigates the current situation of primary school teaching management under the background of "Internet + Education", and finds out the existing problems of teaching management. This paper puts forward countermeasures to solve the problems, to study the problems existing in primary school teaching management under the new situation of Internet teaching and put forward countermeasures.

1.3 Research Hypothesis

1. Whether the teachers' information-based teaching ability is sufficient: whether the Internet thought transformation is sufficient, whether the Internet technology application ability is sufficient, and whether the information-based teaching training is sufficient.

2. Whether students are adaptable to Internet learning, whether students' information literacy is adequate, whether classroom interaction is adequate, and whether it is easy to distract attention.

3. Whether the information teaching resources are perfect, whether the construction of the digital campus is sufficient, whether the integration of the school classroom and the Internet is sufficient, and whether the current network learning resources are integrated.

4. Whether the construction of teaching facilities is perfect: whether the configuration of hardware facilities is perfect and the utilization rate of facilities is high or low.

1.4 Limitation and Scope of the study

1. Distribution of the questionnaire.

The object of this study is the teachers of S School in Taiyuan. Due to the limitations of this study and research conditions, the subjects selected the teachers of S School in TaiYuan City. A total of 200 questionnaires were distributed and 193 were received, of which 187 were valid. The effective rate of the recovered questionnaire is 93.5%.

2. Implementation of the interview.

In this study, in addition to the questionnaire survey, but also adopted the individual interview method. One principal, one director of audio-visual education and two information technology personnel are selected as the subjects of this study to ask questions about teaching resources and teaching facilities in primary school teaching management under the background of "Internet +". According to the answers of the interviewees, the author collates and analyzes them, and takes this as an important basis for the research.

3. Data processing.

Through the distribution, investigation and recovery of the questionnaire, the author obtains the data and results of the problems related to the teaching management of S School under the background of "Internet +". The results of the questionnaire are statistically analyzed by SPSS21.0 data processing software, and descriptive analysis is carried out from different latitudes.

1.5 Research Terminology

1.5.1 Internet + Education

"Internet + Education" is a new form of education with the continuous development of science and technology and the combination of Internet science and technology and education.

1. "Internet +" is triggering the reform of education and teaching mode.

The transformation of the goal of talent training urgently needs the reconstruction of the curriculum teaching content system, and the content that pays more attention to the cultivation of innovative thinking and collaborative ability will be

strengthened, and the implementation of interdisciplinary content integration has become an inevitable trend. The development of information technology can support the formation of a more intelligent and personalized teaching and learning environment, provide students with more personalized and customized learning programs, and the contradiction between scale and individualization that has plagued education and teaching for a long time will be effectively solved.

2. "Internet +" comprehensively promotes the innovation of educational evaluation methods.

The education system with intelligent technology will realize the tracking and monitoring of the whole process of teaching and learning and senseless and concomitant data collection, and realize the multi-dimensional comprehensive intelligent evaluation based on big data. Through the comprehensive analysis of students' emotion, attitude, thinking and behavior, we can make the teaching evaluation more comprehensive, three-dimensional and pluralistic, and through the establishment of teaching quality monitoring system and the development of intelligent evaluation tools, let more subjects such as teachers, parents and classmates participate in the evaluation process, which is helpful to ensure the scientificity and effectiveness of the evaluation results.

3. "Internet +" significantly promotes the level of educational governance.

The "cloud-network-end" educational public service platform makes the information identification more accurate, the management service more intelligent, and the school organization system more flexible. At the same time, supported by management informationization and intelligence, it can effectively promote the separation of management and evaluation, improve the level of educational public service, and promote the modernization of educational governance system and governance ability. Relying on big data, cloud computing, Internet of things and other technologies, to achieve the full system, full process, all-weather, omni-directional dynamic monitoring of all kinds of education and teaching systems, which can promote the accurate supply of educational services, optimization of resource allocation and fine management.

4. "Internet +" urgently needs the upgrading of teachers' ability and literacy.

The gradual integration and application of information technology in education and teaching is triggering the rapid transformation of teachers' role, and a large number of teachers will be liberated from heavy repetitive mental and physical work. In the future teaching scene, technology will be able to undertake more work in imparting knowledge, and teachers will focus more on ability training, literacy cultivation, psychological intervention, personality shaping and so on. Teachers' ability standards will be redefined, teachers' professional requirements will be comprehensively updated, and the requirements of teachers' information literacy will be promoted to an unprecedented important position.

1.5.2 Countermeasures.

Countermeasures refer to the strategies to deal with, as well as the ways to deal with and solve the current problems.

The study of risk countermeasures is the definition of tracking the progress of opportunities and countermeasures to the crisis. The elimination of specific threats often depends on excluding the origin of threats and accepting all the consequences.

The response to the threat is generally divided into the following three points:

1. Avoiding-eliminating specific threats often depends on the exclusion of threat origins. The project management team can never rule out all risks, but specific risk events can often be excluded.

2. Mitigation-reduce the expected capital investment of risk events to reduce the probability of risk occurrence (such as the use of patented technology to avoid the scrapping of products produced by the project), and reduce the risk factor of risk events (such as buying insurance), or both.

3. Absorb-accept all the consequences. This acceptance can be positive (such as making a preventive plan to prevent the occurrence of risk events) or negative (such as accepting lower-than-expected profits if some project operations are overspent).

The three elements of the game problem: the three elements of the game problem are the three basic concepts of the game theory, which refers to the gains and losses of the players, strategies and countermeasures in the game problem.

1.5.3 Educational Management.

Educational management refers to the coordination process of the rational allocation of educational resources (including people, money, material, time, space and information) to make them operate effectively so as to achieve organizational

goals.

The scope and contents of educational management are as follows:

1, educational resources management, including educational funds management, educational facilities management, teaching equipment management, teaching material management, etc.

2, educational policy management, that is, to formulate educational policies to promote the development of education.

3,the educational management system, including educational management institutions, educational management posts, educational management processes, educational management regulations, etc.

4, educational management activities, including school management activities, teaching management activities, curriculum management activities, resource management activities, etc.

5, education management services, including school management services, teaching management services, curriculum management services, resource management services and so on.

The above are the scope and content of educational management. Only by doing well the scope and content of educational management can we promote the development of education, improve the quality of education and achieve the goal of education.

The core of teaching management should start from people, focus on educating people and students' success, persist in student-oriented, face all students, respect the development of students' personality, strive to improve classroom teaching quality, and attach importance to the reform and research of teaching methods.

Four key points of teaching management:

Cultivate global students; develop students' ability to adapt to change; make students understand the moral aspect of life; make students aware of the importance of cultural inheritance.

1.5.4 Teaching management.

Teaching management refers to the process in which managers use certain management means to make teaching activities achieve the established goal of

personnel training in the school. Teaching management is the guarantee of normal teaching order. Teaching management includes teaching plan management, teaching operation management, teaching quality management and evaluation, as well as discipline, specialty, curriculum, teaching material, laboratory, practical teaching base, style of study, teaching team, teaching management system and other teaching infrastructure management, as well as teaching research and teaching reform management. Teaching management is a process to achieve specific educational objectives, complete prescribed teaching tasks, standardize teaching order, and systematically manage all aspects of teaching work, including teaching objective management, teaching process management, teaching quality management, teacher and student management and so on. Teaching management is the core of school management, the basis of teaching activities and an important guarantee to improve teaching quality.

1.6 Research Benefit and Significant

This study is based on the maximum efficiency to ensure the realization of teaching goals and talent training goals, and to promote the coordinated development, shared development, balanced development, low-cost development and modern development of national primary education under the concept of ecological civilization.

Through the study of this topic, this paper combs the reform of teaching methods under the background of "Internet +" and a series of new changes in teaching equipment, digital teaching resources, teachers' information-based teaching level and students' information literacy requirements. There is an urgent need to conduct new research on primary school teaching management, and put forward targeted countermeasures to solve the current inadaptability, so as to better promote the effective integration of "Internet" teaching into primary school education.

The research on primary school teaching management under the background of "Internet +" is not only an urgent need to deepen the reform of primary education, but also of great significance to the implementation of the concept of national education informatization and the construction of the great platform of "Internet + Education".

Chapter 2

Theory and Literature Reviews

2.1 Concept and Theory

2.1.1 related concepts.

1. New ways of teaching on the Internet.

The new way of Internet teaching is to use the "Internet" for teaching, and teachers change from traditional knowledge educators to organizers and supporters. Peng Feixia pointed out in the Analysis of the value and limitation of reversal classroom to Teaching Reform in the Field of basic Education: "the learning ways that originally relied on teachers' classroom teaching were replaced by multiple learning channels such as multimedia technology, Internet technology and computer technology. Learners can only be replaced by a freer way of learning at the pace set by teachers, and learners can learn repeatedly to achieve the unity of self-expectation and learning content. " The new way of Internet teaching, through the sharing of high-quality resources based on the network, through self-paced learning, and through the sharing culture of the Internet itself, to a certain extent, improves the teaching efficiency and creates a more fair environment. it can better promote the improvement of the quality of education in remote areas and underdeveloped areas.[0]

2. Teaching management.

Teaching management is that school administrators scientifically allocate and coordinate all kinds of teaching resources, such as manpower, material resources, time and so on, in strict accordance with the requirements of management science and teaching content, so as to ensure the smooth operation of teaching work in an orderly and efficient manner. Under the guidance of scientific theory, school administrators put forward strict plans for the teaching work in advance, follow up the plans, and control the teaching work by means of feedback and evaluation, so as to achieve the teaching goals efficiently and improve the teaching quality of the school.

Teaching management is the core of school management system and the top priority of school management. Scientific teaching management is conducive to the smooth development of teaching activities. The coordination and organization of various activities and resources in teaching management is the premise that teaching work can be carried out in an orderly manner, and the established teaching quality can not be achieved without supervision and control. In recent years, with the development of management system and the accumulation of practical experience, the content of teaching management has gradually embarked on the road of standardization. At present, it has developed into a huge management system, including teaching plan management, teaching objective management, teaching quality management, teaching process management, teacher management, student management and teaching file management.

3. Education management

Education management refers to the management of the education system, in which one team combines human and material resources to supervise, plan, develop strategies, and implement the structure of the education system. Education refers to the combination of knowledge, skills, values, beliefs, habits and attitudes with learning experience. The education system is an ecosystem of professionals in educational institutions (e. g., government departments, statutory committees, institutions, and schools). The education system is made together by political leaders, principals, teaching staff, non-teaching staff, administrators and other education professionals to enrich and enhance it. Management is required at all levels of the education ecosystem; management involves the planning, organization, implementation, review, evaluation, and integration of the institution.

2.1.2 Theoretical basis.

1. Educational equity theory.

(1) the connotation of educational equity.

Educational equity is a measure and evaluation of the right, opportunity and quality of all members of society to receive education. As the concept and criterion of the basic value of education, educational equity itself contains the element of institutional choice, and its essence emphasizes a kind of institutional fairness. The connotation of educational equity includes the concepts of equality of educational

rights, equality of educational opportunities and rational distribution of educational resources, which need to be reflected in the design and arrangement of the educational system. Especially at present, educational equity has become the basic goal and value choice of educational development all over the world.

(2) the content of educational equity theory.

The most prominent representative of the theory of educational equity is James Coleman from the United States. after investigating about 600000 students in nearly 4000 schools in 1966, he wrote the Coleman report. Coleman found a huge imbalance in educational resources between white and black schools in the United States, and hopes to correct this large-scale inequality according to the survey data. The Coleman report was published under the title "the concept of Equal opportunities in Education". There is an important finding in the Coleman report: the material conditions of the school are not the main factors that determine students' academic achievement. it is found that students' family background and growth environment have a significant impact on their academic achievement. On the contrary, the role of schools has created certain obstacles to help students overcome the academic progress brought about by their unequal birth. The Coleman report ranks the importance of differences in the academic achievement of white school students. among them, the difference in socio-economic background is one of the most important factors, followed by the difference in the quality of teachers, while we generally think that the difference in equipment and curriculum is the least important factor.

Coleman pointed out in the report that to distinguish between educational equity and the impact of the social environment, complete equality of educational opportunities can only be achieved by "eliminating all out-of-school differences", but this can never be achieved. In 1975, he published another paper, in which he pointed out that educational equality must be rejected as the equality of educational results, and educational equality is the equality of investment in educational resources. These two general understandings of educational equality have changed to achieve relative educational equity. He believes that the former kind of educational equality does not take into account the different effects of the

environment on children born in different families, while the latter point of view can only lead to that no one can get a good education. Therefore, the real purpose of our education should be to reduce environmental factors to achieve the unequal impact of the educational process on different students, so as to reduce the impact of these factors on children's future growth and adult life.

2. People-oriented management theory.

People-oriented management is a people-oriented management system and way. Regarding employees as the most important resource of the organization, taking the maximum satisfaction and reconciliation of the needs of the organization, employees and stakeholders as the starting point, fully tapping people's potential and arousing people's enthusiasm through management means such as motivation, training, leadership, etc., create a harmonious, tolerant and fair cultural atmosphere, so that most people feel incentive from their hearts, so as to achieve the ultimate goal of common development of organizations and individuals. In short, people-oriented management can start from the following aspects in teaching management: First, everyone management-in this case, it means that the teaching staff change the role from "managed" to "managed" and accept the "management" of others at the same time. The managers here have two levels of meaning. The first level is the traditional sense of managers, that is, the management of others. At present, although there are few administrators in the school, everyone has the potential to become a manager, which is the meaning of the second layer. In other words, we should respect the subjectivity of every teaching staff, respect their dignity, respect their personality, respect their due rights, be careful in everything, and learn to care, love and respect people!

Second, empathy-the key to the implementation of human-oriented management of interpersonal relations needs a good interpersonal foundation, so that harmony can be established. If in school, our interpersonal relationship is full of contradictions, then good people-oriented management will be difficult or impossible to implement. The so-called harmonious interpersonal relationship, not only within the school, the interpersonal relationship between teachers and teachers, teachers and students, but also between schools and teachers, schools

and students, society and schools, is the key to test the harmony of human-oriented management.

Third, people should make the best of their talents-everyone is unique and has their own ability and role, so the people-oriented management of the school needs to pay attention to the role of each person in the school and give priority to motivation. develop personal abilities as actively as possible. Therefore, as managers, we should give priority to motivation, to stimulate people's subjective initiative, mobilize the teaching enthusiasm of teaching staff, start from what they are good at, self-generate internal motivation, and move forward to the common goal of the school and the teaching staff.

3. The theory of educational informatization.

(1) the connotation of educational informatization.

Educational informationization refers to the use of information technology based on multimedia, computer and network communication in the process of education to comprehensively engage in teaching, and can promote the comprehensive reform of the educational system, so that education can adapt to informationization and meet the new requirements of the society for the development of education. Educational informationization is not only a major change in the way of education and the form of learning, but also has a profound impact on teachers' educational concepts, models, ideas, methods and contents, and is of great significance in deepening educational reform and implementing quality-oriented education in our country.

(2) the origin of educational informatization.

Since the end of the 20th century, with the rapid development of modern information technology, information technology represented by computer and Internet has rapidly entered the information age and fundamentally changed the way of human existence for many years, as well as the way of education and learning. The concept of educational informatization was put forward in the 1990s with the construction of American information superhighway. In September 1993, the Clinton administration formally put forward the plan of building a "national information infrastructure", which focused on developing a comprehensive

information service system with Internet as the core, and promoting the wide application of information technology in various fields in the United States, especially the application of information technology in education as an important means of educational reform in the 21st century. This practice of the United States has received a positive response from other countries in the world, and have formulated their own plans to promote the informationization of education. In the development of information technology in education in the world, the United States takes the lead, then Europe advances steadily, followed by Asia, and finally China catches up.

(3) the content of educational informatization.

Fu Derong, a Chinese scholar, believes that educational informatization is the application of information technology in education, which mainly includes the following three aspects:

Establish a perfect educational information environment. Environment refers to the learning environment and the information environment used for the transmission, storage and processing of educational information. The educational information environment includes campus network, CAI classroom, information network system, network classroom, various auxiliary systems for learning and teaching, and management information system for various educational facilities and resources, which are mainly used for distance education.

Rational use of educational resources and system construction. Educational resources are the cornerstone and guarantee of educational informationization. Compared with the information environment, the application of educational resources plays a more direct role in education. The educational process is mainly carried out and controlled through the application of various educational resources, as well as the generation, transmission, analysis, processing and utilization of all kinds of educational information resources, and carried out according to the requirements of the educational process and the characteristics of educational information.

The cultivation of talents in information-based education. The essence of educational informatization is the promotion of quality education to realize the

cultivation of innovative talents, and the training of cross-century talents should have the basic information ability. This ability is the basic ability for everyone to survive, study and work in the information society, and it is a pass to enter the information society. Educational informatization must benefit every student and even all citizens. Information ability is an important guarantee and foundation for the realization of national informatization. With the rapid development of information technology in our country, information technology education is widely carried out in all kinds of schools in China, and information technology education is also considered to be an important content and step to realize educational informatization and national informatization.

2.2 Literature Reviews

Central policy is the baton of social development, so while doing literature research on relevant scholars, we should learn about the government's latest principles and policies on "Internet +" from the official websites of the central and local governments, such as the official website of the Central people's Government of the people's Republic of China, the official website of the Ministry of Education of the people's Republic of China, and the Ministry of Industry and Information Technology.

1. Current situation of domestic research.

(1) the national policy context of promoting the integration of the Internet and education.

In February 2018, the "Action Plan for the Revitalization of teacher Education (2018-2022)" issued by the Ministry of Education and other five departments pointed out that "Internet + teacher Education" innovative action. Make full use of cloud computing, big data, virtual reality, artificial intelligence and other new technologies to promote the construction and application of information-based teaching service platform for teacher education. We will launch and implement the plan for the construction of online open courses for teacher education and promote the wide application and sharing of online open courses.

In April 2018, the "Guide to the Construction and Application of E-Learning Space"

published by the Ministry of Education mentioned: "to establish a ubiquitous learning environment in which everyone can learn everywhere and can learn all the time, so as to meet the needs of teaching and learning under information-based conditions." promote the integration of formal learning and informal learning, and achieve an intelligent learning environment that effectively supports personalized and adaptive learning. **"ผิดพลาด! ไม่พบแหล่งการอ้างอิง**

In April 2018, the Education Informatization 2.0 Action Plan issued by the Ministry of Education states: "by 2022, we will basically achieve the development goal of 'three complete, two high and one big'." three complete "means that teaching applications cover all teachers, learning applications cover all school-age students, and digital campus construction covers all schools." two high schools "refers to the general improvement of the level of information application and the information literacy of teachers and students. "one big" refers to the construction of the "Internet + Education 'platform" . Thus it can be seen that Internet teaching has entered a new period of rapid development. The development of new Internet teaching methods will not only help to improve teaching quality, but also help to improve students' all-round development and personalized development, help to improve students' comprehensive quality, promote the development of Internet teaching, and promote the deep integration of information technology and education and teaching. To promote the reform of teaching, the optimization of management and the renewal of UNESCO's teaching philosophy.**ผิดพลาด! ไม่พบแหล่งการอ้างอิง**

In September 2018, China held a national education conference, and the Chinese government issued the "China Education Modernization 2035" and the "implementation Plan for accelerating the Modernization of Education (2018-2022)", comprehensively mapping out a blueprint for the medium-and long-term reform and development of education in the Internet era. it will guide the development of China's education in a higher quality, fairer, more efficient and more sustainable direction.**ผิดพลาด! ไม่พบแหล่งการอ้างอิง**

In March 2019, the Ministry of Education issued the "opinions on the implementation of the National Information Technology Application ability Enhancement Project 2.0 for Primary and Middle School Teachers" and put forward:

"build an information-based teaching innovation team and lead the future education direction." We will support qualified schools to take the initiative to apply modern information technologies, such as the Internet, big data, virtual reality, and artificial intelligence, to explore new models of education and teaching, such as interdisciplinary teaching and intelligent education, and to make full use of new technological achievements such as artificial intelligence to promote teacher education. enhance the ability of principals and teachers to carry out education and teaching innovation in the face of future educational development. " Information technology comes into being and develops due to the needs of information exchange, and the progress of information technology expands the time and space of information exchange.[0]

To sum up, our government pays more and more attention to the innovative development of the integration of "Internet +" and education. since Premier Li Keqiang put forward the "Internet +" action plan for the first time in his government work report in 2015, the Ministry of Education responded quickly. a number of policies are put forward from the aspects of teachers' information-based teaching ability, students' information literacy, the construction of digital education resources public service system, the construction of e-learning space and so on. In order to plan and design the blueprint for the integrated development of "Internet +" education from the top-level design.

(2) the research of "Internet +" promoting the development of teaching and teaching management.

Xie Jili pointed out that "Internet +" has become an opportunity for educational reform, which will have an impact and change on teaching and teaching management. The author looks forward to the effect of "Internet +" on the reform of teaching and teaching management as follows: promoting the birth of diversified teaching models, changing the teaching form from "teacher-centered" to "student-centered", the application of big data in education, and so on. With the continuous improvement of the integration of teaching and teaching management by the Internet, "Internet +" will be more and more recognized and accepted by the education industry.[0]

Xiao Li said: the Internet has brought new opportunities and challenges to teaching and teaching management. it can help education eliminate the limitations of time and space, so that students can choose high-quality teaching resources from famous schools in the world from the Internet. It greatly promotes the sharing of online educational resources, which will help to solve the problems of uneven educational development and the large gap between urban and rural educational resources at the present stage in our country. It greatly promotes the sharing of educational resources.[0]

Zhu Min believes that the "Internet +" teaching form, represented by "Mu class", breaks the gap between schools, allows more people to share high-quality educational resources, effectively promotes the development of educational equity, and can also train students to establish the concept of lifelong learning.[0]

Ma Yuping believes that "Internet +" has brought new ideas and new ways to education, and the Internet teaching model has broken through the limitations of the regionalization of traditional education, realized the sharing of high-quality teaching resources, and can also provide students with various forms of courses. so that students can customize their own personalized learning content according to their own interests and needs.[0]

Based on the views of the above scholars, the author believes that the development of "Internet +" has brought new opportunities for changes in teaching and teaching management. First of all, Internet teaching breaks the regional and time restrictions of the traditional teaching model, promotes the sharing of high-quality teaching resources, and promotes the development of educational equity. Now students can study freely anytime and anywhere, and they can also formulate their own learning programs according to their own needs, which promotes the practice of the educational concept of "personalized learning" and "teaching students in accordance with their aptitude", and can better meet the specific learning needs of students. It not only improves the sharing of educational resources, but also improves the learning efficiency of students, which is conducive to the construction of a learning society in which everyone can learn everywhere and can learn all the time.

(3) Research on the impact of "Internet +" on school teaching management.

Ma Yuping said: compared with the traditional classroom, Internet teaching is lack of interaction between teachers and students and lack of spiritual care for students, which is not conducive to the cultivation of students' physical and mental health and humanistic spirit. And network, computer and projector, as the carriers of Internet education, are essentially a kind of educational resources, and there will also be the problem of uneven distribution. Some areas are restricted by the economic level, so they can not popularize network equipment on a large scale. A new problem of unfair distribution of education has arisen.[0]

Luo Linglong and Yinfeng believe in the article that there are the following problems in front-line teaching: first, there is a lack of a unified teaching platform, the current mainstream online teaching platform has its own advantages and disadvantages, and the courses offered are different, which affects the choice of users. Second, the teaching platform is lack of complete supervision function and classroom interaction function, it is difficult for teachers to communicate with students in class, can not fully grasp the learning situation of students, and it is difficult to teach students in accordance with their aptitude. Third, online teaching is restricted by network conditions, and even can not carry out normal teaching in the period of poor network conditions. "[0]

Zhou long puts forward the following problems in the teaching management system under the "Internet +" mode: first, the informatization construction standards of different schools are inconsistent, the development progress is different, and there is no complete application support; secondly, the integration of application functions is low, the application functions are too few, and the data format is inconsistent and there is no complete database, which brings great difficulties to the unified management of superior departments.[0]

From the point of view of the above scholars, the author believes that the advent of the Internet teaching era has also brought a great impact on the traditional teaching management: first, the lack of effective supervision of Internet teaching, the effect of Internet learning depends entirely on students' personal self-control, which may be counterproductive to students with poor self-control. Second, Internet

teaching needs the network terminal equipment as the carrier, and the network terminal equipment are modern information technology products, which is not only expensive but also difficult to maintain, which brings certain management difficulties. Third, the lack of interaction between teachers and students in Internet teaching is not conducive to the cultivation of students' physical and mental health and humanistic spirit. Fourth, under the background of rich Internet resources, in order to achieve educational personalization, students need to have strong judgment ability and information screening ability, otherwise rich resources will make students face "fear of choice". It is not conducive to the formulation of personalized learning goals. And at present, the Internet is only an auxiliary learning tool, and it has not been fully integrated with education. The emergence of these problems has affected the development of Internet teaching to a certain extent, so it is necessary to improve the level of teaching management to cope with the advent of the era of network teaching.

(4) Research on the strategy of teaching management under the background of "Internet + Education"

At present, there are few researches on the problems and countermeasures of primary school teaching management under the background of "Internet + Education", which are mainly listed as follows:

Zhang Xinhui mentioned in her master's thesis that improving the information construction of teaching management in rural middle schools can increase capital investment, increase the purchase of hardware and software facilities, and encourage teachers and students to give full play to their creativity. promote the construction of teaching management informatization.[0]

Liu Chunfei mentioned in his master's thesis, from the aspects of classroom subject, classroom discipline, classroom environment, classroom time and quality evaluation, this paper proposes to change students' learning style, optimize classroom discipline system, create high-quality classroom environment, and improve classroom evaluation system, so as to promote the transformation of classroom teaching management under the Internet environment.[0]

In "problems and Countermeasures in the Construction of Teaching Management

Informatization", Chen Qingwen puts forward some countermeasures in view of the incompleteness of teaching software and hardware facilities and the shortage of educational management manpower in the process of teaching management informatization.[0]

Zhan Jitao pointed out in the article that in view of the problems in online teaching during the epidemic, we should speed up the construction of Internet infrastructure and supporting software and hardware facilities, carry out systematic information knowledge training for teachers, optimize the information platform, and improve regulatory measures to ensure the efficient operation of online teaching.[0]

Luo Linglong and Yinfeng put forward that it is necessary to solve the problems existing in online teaching and improve the teaching efficiency of online teaching. First of all, we should improve the curriculum resources to ensure that teachers and students can choose appropriate teaching resources; secondly, we should improve the function of the teaching platform and establish a complete teaching supervision function to ensure that teachers can supervise students timely and effectively to ensure students' learning efficiency.[0]

Du Zhe and Liu Xiaojun proposed to create a new Internet teaching management system in the patent application. The identity verification module of this system can regularly control the student terminal camera to photograph the student after the student identity information verification is successful. And match the portrait with the information of the middle school students in the management database, so as to achieve the effective supervision of the students, so as to improve the learning efficiency of the students.[0]

In the patent application, Cha Liping proposed to create an online class management system, which includes a home-school interaction unit that can establish an effective home-school communication channel with the class as a unit, facilitate communication between teachers and students' parents anytime and anywhere, and effectively strengthen the link between home and school, so that teachers and parents can communicate with students in time, so as to strengthen the close cooperation between home and school.[0]

In her patent application, Chen Hong proposed to create an Internet-based

classroom management teaching system, which effectively monitors students' classroom status by setting up real-time attendance machines, and uploads daily monitoring information to classroom clients and parents' clients. and provide a platform for communication between schools and parents.[0]

From the above literature, we can see that the society expects and approves the integration of "Internet +" and education, but the relevant research on how to apply "Internet + Education" to primary school teaching management is still in its infancy.

2.3 Conceptual Framework

IV argument:

Teachers' information-based teaching ability, students' adaptability to Internet learning, information teaching resources, teaching facilities construction.

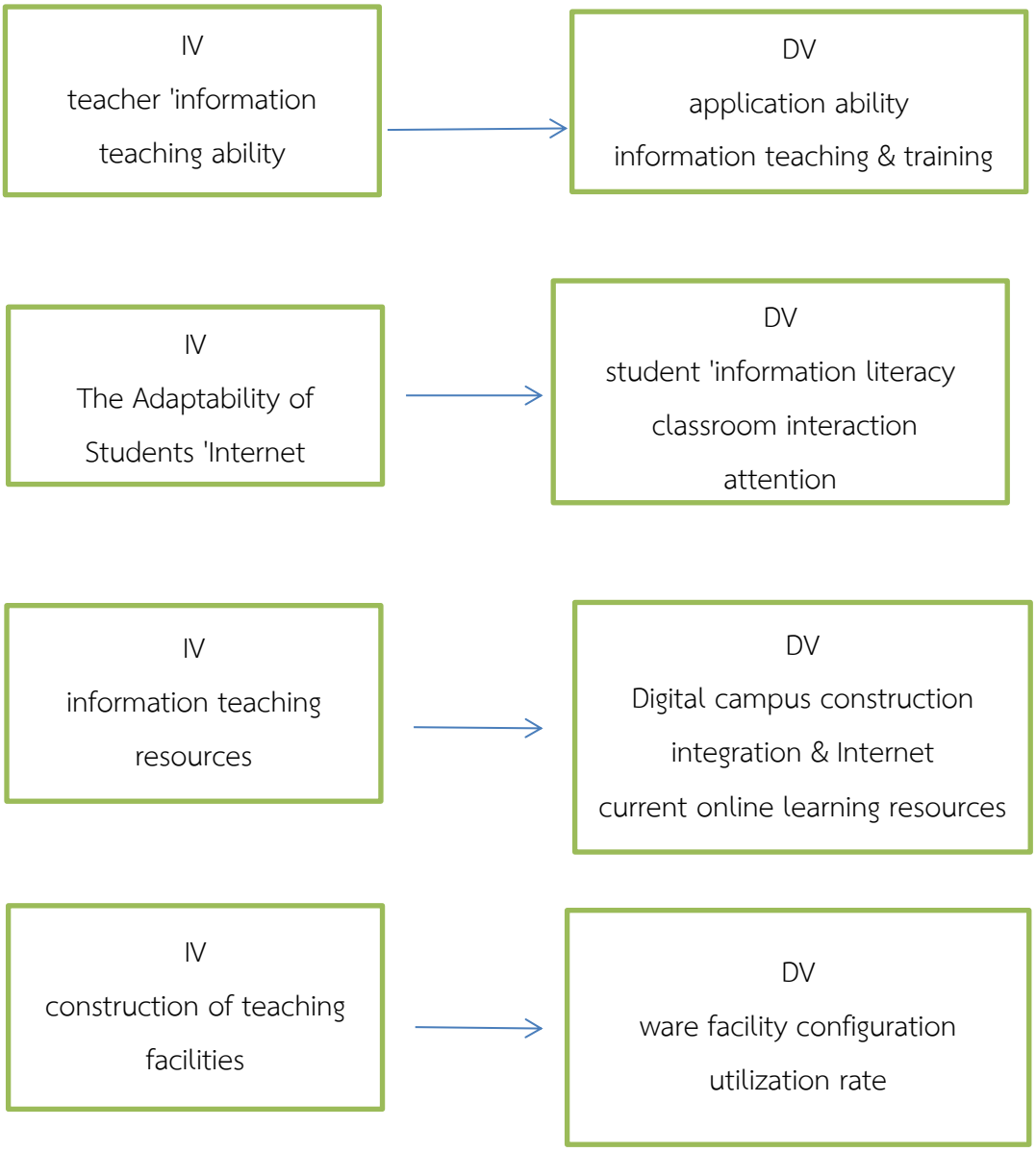
DV dependent variable:

1: teachers' information-based teaching ability: Internet thought transformation, Internet technology application ability, information-based teaching and training.

2: the adaptability of students' Internet learning: students' information literacy, classroom interaction and attention.

3: information teaching resources: digital campus construction, integration of school classroom and Internet, current network learning resources.

4: teaching facilities construction: hardware facilities configuration, facility utilization rate


IV
teacher 'information
teaching ability
DV
application ability
information teaching & training
IV
The Adaptability of
Students 'Internet
DV
student 'information literacy
classroom interaction
attention
IV
information teaching
resources
DV
Digital campus construction
integration & Internet
current online learning resources
IV
construction of teaching
facilities
DV
ware facility configuration
utilization rate

Chapter 3
Research Methodology

3.1 Methods of study

In the case of determining the theme of the study and summarizing the relevant literature, the method of combining theoretical research with investigation practice is adopted. In order to understand the current situation of teaching management in primary schools under the background of "Internet + Education", the author makes an investigation and research on the current situation of teaching management in Taiyuan S School under the background of "Internet + Education". And carry out the research according to the following ideas: first of all, clarify the purpose and significance of this study, by reading a large number of documents, as well as the national guidance on the construction of the platform of "Internet + Education". To understand the current situation of teaching and teaching management of compulsory education in China under the background of "Internet + Education" Secondly, design the questionnaire and send out the questionnaire to investigate, through the questionnaire survey to obtain the current situation of primary school teaching management under the background of "Internet + Education"; then, sort out and analyze the relevant survey data, find the problems and discuss them. Finally, drawing lessons from some relevant research and practical experience of teaching management under the background of "Internet + Education" at home and abroad, and aiming at the situation of his school, this paper explores the countermeasures and suggestions to improve the teaching management of primary school under the background of "Internet + Education". The focus of this study is to analyze the questionnaire survey, find the problems from the analysis results, and put forward countermeasures to solve these problems, in order to provide some methods and suggestions for the teaching management of primary schools under the background of "Internet + Education".

3.2 Population and Sampling method

The object of this study is the teachers of S School in Taiyuan. Due to the limitations of this study and research conditions, the subjects selected the teachers of S School in Taiyuan. A total of 200 questionnaires were distributed and 187 were received, of which 183 were valid. The effective rate of the recovered questionnaire is 93.5%.

In this study, in addition to the questionnaire survey, but also adopted the individual interview method. One principal, one director of audio-visual education and two information technology personnel were selected as the subjects of this study.

3.3 Data Collection

The data collection of this study mainly comes from literature research, questionnaire survey and interview.

(1) Literature research method.

In combination with "Internet +" and teaching management, log on to Zhi.com to consult master's doctoral dissertations and periodicals; at the same time, log on to government websites such as the government website of the people's Republic of China, the official website of the Ministry of Education, and the official website of the Ministry of Industry and Information Technology. Search for relevant policies on teaching and teaching management under the background of "Internet +"; consult works on "teaching management" published by many scholars. This paper analyzes the sub-dimensions of the teaching management system of compulsory education under the background of "Internet +", understands the present situation and shortcomings of its management, and sums up the relevant strategies of teaching management of compulsory education under the background of "Internet +". Take this as a basis to provide a corresponding basis for the selection of follow-up observation content and the design of the questionnaire.

(2) questionnaire survey.

Through a large number of teaching management observation and consulting a large number of documents, a questionnaire on the current situation of teaching

management in primary schools under the background of "Internet +" was designed and compiled, with a total of 40 questions. The teachers and teaching administrators of S School in Taiyuan were investigated. For the recovered data from the four dimensions of "current situation of teachers", "current situation of students", "current situation of information-based teaching resources" and "current situation of teaching facilities construction", we analyze the data with the help of questionnaire stars and SPSS21.0, in order to obtain first-hand real data. Find out the problems existing in primary school teaching management under the background of "Internet +", summarize and refine, and put forward countermeasures, so as to promote the healthy development of Internet teaching.

(3) interview method.

Through face-to-face interviews, phone calls and social software to communicate with specific issues, this study uses the interview method to conduct individual interviews with school principals, audio-visual education department directors and information technology personnel. the use of open questions to obtain more detailed and comprehensive information about primary school teaching management under the background of "Internet +", and to understand the school information construction from many levels. Thus, we can have a deeper understanding of the primary school teaching management under the background of "Internet +" and find the problems more fully in order to analyze the problems more deeply.

(4) data analysis.

SPSS21 statistical software was used to analyze the questionnaire, and EXCEL was used to describe the data.

3.4 Data preparation and data analysis

3.4.1. Reliability and validity of the questionnaire.

(1) Reliability analysis.

Table 3.1 Reliability analysis table

Cronbach Alpha	Clonbach Alpha based on Standardization item	Project
0.804	0.821	31

In general, when the Cronbach'a coefficient is less than 0.6, the reliability is acceptable, but the additional items or modified sentences are needed, the reliability is good when the Cronbach'a coefficient is less than 0. 7, the reliability is high when the Cronbach'a coefficient is less than 0. 8, the Cronbach'a coefficient is less than 0. 9, the reliability is high. When the Cronbacha coefficient is above 0.9, the reliability is very good. According to the results of SPSS21.0 reliability test, the Cronbach Alpha coefficient of this questionnaire is 0.804, which indicates that the reliability of this questionnaire is very ideal.

(2) validity analysis

In statistics, the value of Kaiser-Meyer-01kin (KMO) statistics changes from 0 to 1.

Table 3.2 Inspection of KM0 and Bartlett

Kaiser-Meyer-01kin measure of sampling adequacy		0.811
Sphericity Test of Bartlett	Approximate chi-square	1600.527
	df	465
	sig	.000

The larger the value of KMO, the more common factors between variables, the stronger the correlation, the more suitable for factor analysis. The commonly used metrics for KMO values are: more than 0.9, which means very suitable; 0.8, which means appropriate; 0.7, which means general; 0.6, which means not suitable; and 0.5, which means very inappropriate. After SPSS21.0 validity analysis, it was found that the Kaiser-Meyer-01kin of the questionnaire was 0.811, which indicated that the validity was good. The square value of Bartlett sphericity test was 1600.527, and the sigvalue was less than 0.01, indicating that it was suitable for factor analysis.

3.4.2 Analysis on the present situation of Teachers' subject.

(1) the questionnaire has carried on the investigation and analysis of "the present situation of teachers", the specific situation is as follows:

Table 3.3 Analysis of the current situation of teachers

Teachers' mastery of the theoretical knowledge of "Internet +"	Very familiar with	30	15.9	15.9	15.9
	Basic mastery	60	32.1	32.1	48
	Comparatively deficient	64	34.3	34.3	82.3
	Very deficient	33	17.7	17.7	100
Have you ever used computer network for teaching activities?	Use frequently	134	71.6	71.6	71.6
	Rarely used	48	25.6	25.6	97.2
	No	5	2.6	2.6	100
Do you agree with the gradual networking of teaching?	Approval	172	91.9	91.9	91.9
	Do not recognize	15	8.1	8.1	100
Do you think that some of the assignments and exams conducted on the Internet can improve work efficiency?	Indeed	87	46.5	46.5	46.5
	The effect is ordinary	51	27.2	27.2	73.7
	I don't know	32	17.1	17.1	90.8
	Have no practical significance	17	9.2	9.2	100
How often do you participate in the teacher's study of information-based education and teaching theory?	A week	19	10.2	10.2	10.2
	A month	43	23	23	33.2
	One semester	88	47.1	47.1	80.2
	One year	26	13.9	13.9	94.1
	Never	11	5.9	5.9	100

		N	Response percentage	Percentage of cases
The form of developing network teaching	There are special online learning courses for daily teaching activities	140	29.90%	74.90%
	Homework and extracurricular discussion	111	23.70%	59.40%
	Offer special courses such as research-based learning	100	21.30%	53.50%
	Other	29	6.20%	15.50%
	Total	469	100%	250.80%

Through the analysis of the data in Table 3.3, we can see that at present, most teachers are willing to accept the Internet teaching method, and they also realize

that the Internet teaching method can accept this change in mind in order to improve the teaching efficiency. But at the same time, there will still be some people who do not recognize and do not think that Internet teaching can improve teaching efficiency, do not think that online learning will be an important way of learning, and even 13.9% of the students think that Internet teaching is not suitable for compulsory education. I haven't changed my mind. From these results, the current teachers' views on Internet teaching mainly exist that some teachers' Internet ideas have not been completely changed, most teachers participate in information-based teaching training less times, and the ability to use information technology is insufficient.

3.4.3 Analysis of the present situation of students' subject.

Table 3.4 the current situation of Internet teaching in terms of students

		Frequency	Percentage	Effective percentage	Cumulative percentage
Interaction with students	good	112	59.9	59.9	59.9
	not good	75	40.1	40.1	100
Whether the students are focused.	Can	94	50.3	50.3	50.3
	Can't	93	49.7	49.7	100
Will students be affected by online entertainment	Yes	171	91.4	91.4	91.4
	No	16	8.6	8.6	100
The time for students to concentrate is about () minutes.	forty-five	17	9.1	9.1	9.1
	twenty	117	62.6	62.6	71.7
	fifteen	42	22.5	22.5	94.1
	ten	11	5.9	5.9	100
Student concentration rate	Most	66	35.3	35.3	35.3
	Half of it	73	39	39	74.3
	Only a small part	46	24.6	24.6	98.9
	Are all very serious	2	1.1	1.1	100

		N	Response percentage	Percentage of cases
Obstacles affecting the establishment of web-based learning courses in primary schools	Information infrastructure construction is not perfect.	116	22.40%	63.40%
	Lack of efficient e-learning platform and resources	121	23.40%	66.10%
	The information technology application ability of teachers and students is not enough.	124	24%	67.80%
	School principals and teachers have a negative attitude.	40	7.70%	21.90%
	It is difficult to guarantee the quality of web-based learning	116	22.40%	63.40%
	Total	517	100%	282.50%

Through the analysis of the data in Table 3.4, we can see that in the current process of Internet teaching, the application ability of information technology of teachers and students is not strong, the interaction with students is not ideal, and whether students master knowledge points in class can not get effective feedback. It is necessary to find ways to improve the information application level of teachers and students and improve the effect of interaction in Internet teaching. At the same time, in the process of network teaching, the situation of students' concentration is not optimistic, and we need to find ways to improve students' concentration.

3.4.4. Analysis on the present situation of information-based teaching resources.

(1) the questionnaire has carried on the investigation and analysis of "the current situation of digital education and teaching resources", the specific situation is as follows:

Table 3.5 Analysis of the current situation of information-based teaching resources

		Frequency	Percentage	Effective percentage	Cumulative percentage
The form of Broadband coverage of Campus Network	There is a network cable	19	10.2	10.2	10.2
	No network cable is dominant	83	44.4	44.4	54.5
	The combination of network cable and non-network cable	85	45.5	45.5	100
The source of the network teaching platform used by schools	The company buys directly	19	10.2	10.2	10.2
	The company cooperates with the school	94	50.3	50.3	60.4
	The school develops on its own	3	1.6	1.6	62
	Other	71	38	38	100
Do you think the possibility of offering web-based learning courses in primary schools in your area	Very likely	58	31	31	31
	More likely	81	43.3	43.3	74.3
	It's unlikely	47	25.1	25.1	99.5
	It's totally impossible	1	0.5	0.5	100
Courses suitable for primary schools	Main subject / required course	42	22.5	22.5	22.5
	Other disciplines / electives	68	36.4	36.4	58.8
	Research-based learning / thematic learning.	63	33.7	33.7	92.5
	Other	14	7.5	7.5	100

From the analysis of the data in Table 3.5, we can see that at present, the school has not built a unified and efficient network teaching platform, or it is just the

integration of classified platforms obtained through various ways. Some teachers think that it is not possible to carry out web-based teaching in the current curriculum, especially that only 22.5% of the main subjects are suitable for setting up web-based courses, indicating that the deep integration of the current curriculum and the Internet is not enough. that's why teachers have doubts about the development of web-based courses in compulsory education.

3.4.5. analysis of the present situation of the construction of teaching facilities.

(1) the questionnaire conducted an investigation and analysis on whether the information technology hardware equipment meets the educational requirements of "Internet + Education". The details are as follows:

Table 3.6 whether Internet teaching facilities meet the requirements of "Internet"

		Frequency	Percentage	Effective percentage	Cumulative percentage
Internet teaching hardware facilities	It fits perfectly.	71	38	38	38
	Basically consistent with.	101	54	54	92
	Not in accordance with	15	8	8	100

		N	Response percentage	Percentage of cases
Obstacles affecting the establishment of web-based learning courses in primary schools	Information infrastructure construction is not perfect.	116	22.40%	63.40%
	Lack of efficient e-learning platform and resources	121	23.40%	66.10%
	The information technology application ability of teachers and students is not enough.	124	24%	67.80%
	School principals and teachers have a negative attitude.	40	7.70%	21.90%
	It is difficult to guarantee the quality of web-based learning	116	22.40%	63.40%
	Total	517	100%	282.50%

Based on the descriptive statistical analysis of "whether the school information technology hardware equipment meets the requirements of Internet teaching" in Table 3.6, it is found that 38% of the people think it is completely in line with the requirements of Internet teaching, 54% think it is basically in line with it, and 8% think it does not meet the requirements of "Internet + Education". It shows that most teachers think that the current information technology hardware equipment does not meet the requirements of "Internet education" and needs to be further improved.

Based on the descriptive statistical analysis of the obstacles affecting the establishment of web-based learning courses in primary and secondary schools, it is found that 22.4% of teachers believe that the imperfect construction of information infrastructure is an obstacle to the establishment of web-based learning courses in primary and secondary schools.

Chapter 4
Results of Data Analysis

4.1 Results of Data Analysis

After data investigation and analysis, various problems have been found in the teaching management of S School in Taiyuan City. Through collation and induction, it can be interpreted from four angles: the lack of teachers' information ability, the inadaptability of students' Internet learning, the imperfect information teaching resources and the incomplete construction of teaching facilities.

(1) there are deficiencies in teachers' information-based teaching quality.

Teachers and students are the two main bodies of compulsory education and an important part of classroom teaching, in which students are the main body and receiver of classroom teaching, and teachers are the guides of classroom teaching. its teaching behavior and the control of classroom rhythm play a vital role in the effect of classroom teaching. In this study, firstly, a questionnaire survey was conducted for teachers, and the actual situation of teachers' ideas and Internet technology application ability under the background of "Internet +" was obtained. the survey in this aspect mainly adopts the methods of questionnaire and interview.

1. The change of Internet teaching thought is not sufficient.

Through the question of "what kind of relationship do you think will be between e-learning and classroom teaching in primary schools?" According to the analysis of the survey results, 55% of teachers think that it can only be a supplementary form, and even 13.9% of teachers think that online learning is not suitable for compulsory education at all. "do you agree with the gradual networking of teaching?" According to the analysis of the survey results, there are still some teachers who do not recognize the gradual networking of teaching. Some teachers have a fear of difficulties for the new thing of the Internet, especially the application of Internet technology to teaching. Therefore, we may continue to choose the already skilled way and adhere to the traditional blackboard teaching. Through these surveys, it can be found that there is still a problem of insufficient transformation of Internet

teaching ideas in teachers' concept of Internet teaching. The reason is that "some teachers do not recognize the gradual networking of teaching" and "some teachers are afraid of difficulties in the application of Internet technology to teaching".

2. The application ability of Internet technology is insufficient.

Through the question "have you ever used a computer network for teaching activities?" According to the analysis of the survey results, 25.6% of the people think that they seldom use it, 2.8% think it is not necessary, and 28.4% of the teachers still seldom use or do not use the computer network for teaching activities. In this era of rapid development of information, online chat tools and games are springing up like bamboo shoots after a spring rain. Primary school students are one with strong curiosity and adventurous spirit.

Group, this stage of students receive education soon, they are in a process of constantly learning new things, now teenagers Internet addiction has gradually become a social problem, we can see the seriousness of this problem. The reason is "the influence of network entertainment" and "the lack of a complete classroom supervision system".

At the same time, Internet teaching requires students to have the ability of autonomous learning, but the amount of information of web-based learning resources is huge, and learning resources are diversified and dazzling, which is helpful to obtain comprehensive knowledge. However, as for the accuracy and authority of resources can not be distinguished, students in the stage of basic education do not have enough ability to judge these resources, which greatly affects the learning efficiency. The reason is "usually more for network entertainment and simple information search", "lack of systematic training of network skills".

3. The application ability of Internet technology is insufficient.

Through the teacher "when carrying on the network teaching, is it good to interact with the students?" According to the survey and analysis, 40.1% of the teachers think that the interaction with students is not good when conducting online teaching. Because of the use of Internet technology in teaching, teachers and students can not teach face-to-face, on the one hand, they can not explain one-to-one, and at the same time, they can not find students' emotional fluctuations in

time, which reduces timely interpersonal communication and emotional communication. it is not conducive to psychological guidance and guidance to students, and to the construction of students' psychological growth. The fundamental purpose of education is to educate people and to educate people to achieve all-round physical and mental development. Similar can not be adopted in the all-round development of people's physical and mental quality.

The way of imparting knowledge should be integrated into students' daily life and practice, which can exert an imperceptible influence on students' physical and mental health, unlike book knowledge, which can be cultivated by preaching. However, the overall information-based teaching and training is obviously insufficient, and the reason is that "teachers' information-based training system is not perfect" and "capital investment is insufficient".

4. The information technology team is not in place.

Through the interview, it is found that the headmaster is answering "how is the allocation of information professionals in the school?" Shi said: "at present, the school is in a good situation in the allocation of information talent team, with seven information technology personnel, which is also at the forefront among schools of the same type in Taiyuan City, but we still need to cooperate with off-campus science and technology companies to jointly maintain the school's teaching equipment, because there are only 154 multimedia classrooms in our school. Once something goes wrong, we must deal with it immediately, so we only rely on these seven comrades. Still can not meet the needs of daily operation. "

After investigation, it is found that the current school investment in this area is not high, but according to the principal's feedback, this is already very high in the same type of schools. It can be speculated that at present, in primary schools, the construction of information talent team is still not in place. The school has seven information technology professionals. These seven comrades should ensure the normal operation of the school network, the maintenance of computer rooms, the maintenance of multimedia classrooms, and the daily maintenance and testing of all computer equipment. The workload is heavy and the energy is not enough. Moreover, the upgrading of Internet-related facilities and equipment is very fast, and

many of the only equipment in the school are relatively backward and need to be maintained and updated in a timely manner. At present, the team of information talents still can not fully meet the needs of Internet teaching. The reason is "insufficient capital investment" and "insufficient atmosphere of Internet technology application".

(2) the inadaptability of students' Internet learning.

1. Students' lack of information literacy.

When I talked with the students, the students learned very little in the field of information technology, a few students had extracurricular tutoring in computer technology such as programming, and most of the students did not have the ability of information screening and integration. It can be seen that in participating in Internet learning, students' way of online learning is more to use simple piecemeal knowledge point query, and there is no strong level of information technology, so they can not screen and integrate all kinds of knowledge.

Due to the influence of the network environment, primary school students come into contact with the network early, but they only carry out network entertainment and simple information search, lack of systematic training of network skills, and can only master some basic operations. The ability of screening and integration of students' information resources is insufficient and can not adapt to the current Internet teaching methods. Although network programming has sprung up in recent years, it is only the content of extracurricular self-choice, and it is not included in the primary school curriculum, and most students do not have the ability of network programming.

Through the analysis results, we can see that some teachers seldom use or even do not use the computer network for teaching activities. In the process of integrating the Internet into teaching, most teachers have not enough ability to apply network technology, they can only carry out some basic web browsing and information search operations, and can not make good use of the increasingly updated information technology teaching tools. In the face of the increasing requirements of Internet teaching, there is a sense of powerlessness, lack of confidence, would rather maintain the status quo, do not want to change, resulting in teachers can not

make good use of Internet teaching tools to assist teaching. The reason is that "less dabble in advanced Internet teaching equipment", "usually just simple web browsing, information search", "the application atmosphere of Internet technology is not enough".

2.Information-based teaching and training is not enough.

Through the survey of "how often do you participate in teachers' theoretical study of information-based education and teaching", it is found that 47.1% of teachers participate once a semester, 13.9% of teachers participate once a year, and 5.9% of teachers have never participated in it. through the analysis of the results of the questionnaire survey, we can see that more than half of the teachers only have the opportunity to train once a semester, and even some teachers have never participated in the training. It shows that the learning frequency of most teachers participating in information-based education and teaching theory is not high. Through some virtual means to help students understand and receive a large amount of knowledge content, but virtual technology can not completely replace life practice, and only through virtual practical activities can not develop and improve the physical and mental quality of students.

With the development of science and technology, the advantages of the teaching mode of "Internet + Education" become more and more prominent, but the disadvantages will be magnified slowly with the development. Online learning produced by network teaching, people do not have to communicate face-to-face with each other. The resulting reduction of teacher-student interaction will have an adverse impact on students that can not be ignored. The reason is "lack of face-to-face communication" and "learning style has not changed with Internet teaching".

3. Easily affected by online entertainment and distracting.

Through the teacher "when carrying on the network teaching, can the student concentrate?" According to the survey and analysis, 49.7% of teachers believe that students can not concentrate when they are online, which will be affected by online entertainment. A survey and analysis of teachers'"whether students can concentrate when teaching online" found that only 9.1% of teachers think that students can concentrate for 45 minutes, while most teachers think that students

can only concentrate for 20 minutes or less.

In the Internet teaching model, teachers and students do not have to teach and interact face-to-face, so teachers are unable to monitor students' learning progress in time, and students in most cases rely on conscious management, but students of this age are ignorant. They do not have a clear understanding of their own life and have no clear goals, and their self-control is poor, which is a group that needs supervision from parents and teachers. It's hard to control yourself. Today, with the Internet, students have been exposed to the Internet a long time ago, and in the early days, they mainly carried out online chat, games and other forms of entertainment through the Internet. In this case, when learning on the Internet, it is difficult to concentrate on the acquisition of knowledge. Often unable to control themselves, attracted by online entertainment. Easy to indulge in online entertainment, games and so on. In this era of rapid development of information, online chat tools and games are springing up like bamboo shoots after a spring rain. Primary school students are a group with strong curiosity and adventurous spirit. Students at this stage are not long after receiving education. They are in a process of constantly learning new things. The Internet has derived a lot of online products, especially some online games, to grasp the psychological characteristics of teenagers. The game scene is thrilling and exciting, and it is easy to make students indulge in it one after another. Nowadays, teenagers' Internet addiction has gradually become a social problem, which shows the seriousness of this problem. The reason is "the influence of network entertainment" and "the lack of a complete classroom supervision system".

(3) Information-based teaching resources are not perfect.

Through the analysis of the questionnaire survey data, it is found that at present, the school Internet has achieved full coverage, but it has not yet built a unified network teaching platform, and it is only a classified platform obtained through various ways to assist teaching.

1. Insufficient construction of digital campus.

At present, the primary school campus network has not played a full role in teaching. Campus network is only limited to information browsing and retrieval, the

integration of information technology and teaching is not high, and it is still in the preliminary exploration stage. The Internet teaching model needs more practicality, immersion, and a wider classroom, rather than just classroom teaching, which needs to break the boundaries of the school. learning can be done not only in schools, but also in communities, farmland and grasslands, any place that can help students experience life. At present, our country does not have this kind of condition in this respect. First of all, the network has not yet achieved full coverage; secondly, the degree of integration of environment and teaching can not be achieved. For example, if you arrive at a prairie, can you get a full introduction of the prairie by scanning the QR code cue board, including altitude, area, main animals and plants, as well as huge amounts of information such as historical events in this area. No matter inside or outside the campus, it can reflect the intersection of the Internet, the real environment and classroom teaching everywhere. The reason is that "the network has not yet achieved full coverage" and "the degree of integration between environment and teaching is not high".

2. The integration of school curriculum and Internet is not sufficient.

Although Internet technology has been integrated into daily life, the traditional offline classroom and online classroom are not on the road of integration. At present, online classroom and offline classroom are still in a state of independent existence, without much overlap. In order to achieve the integration of online and offline classes, it is necessary to give full play to the advantages of Internet technology, carry out in-depth information transformation of the teaching mode, and optimize the traditional classroom with information technology to make up for its shortcomings. make online teaching and offline classroom complement each other, achieve universal and fair education, and jointly promote students' efficient learning and personalized learning.

At present, the application of the Internet in education still stays at the primary level, such as the acquisition, storage and dissemination of knowledge, and the actual teaching process does not enjoy the dividend of the rapid development of Internet technology. it can be seen that the level of integration of the new Internet and traditional subject teaching is still in its infancy. At the level of knowledge

management and re-creation, the Internet does not show its advantages. This has a great impact on the promotion of new ways of Internet teaching, hinders the promotion of personalized learning, collaborative learning and other new learning methods in the new Internet era, and limits the cultivation of students' innovative ability and practical ability. The reason is that there is no insufficient integration between offline classroom and online classroom, and they are still in a state of independent existence.

3. Lack of integration of current web-based learning resources.

Under the background of "Internet +", an important feature of the new teaching method is that it can provide learners with a large amount of high-quality teaching resources through the Internet teaching platform, and learners can find the learning resources they are interested in through the platform. in order to stimulate their motivation to take the initiative to learn. In the early stage, affected by the imperfect network infrastructure construction, the network coverage is not enough, and the functional research and development of terminal digital equipment is not complete, the development speed of educational informatization in our country is relatively slow, and the teaching resources are also very scarce. Later, with the rapid development of information technology, online education platform resources have been greatly rich, a variety of high-quality online education resources, such as MOOC, micro-courses, high-quality open courses and so on, which are the manifestations of the new way of teaching. However, at this time, the digital teaching resources are still relatively loose, single, lack of integration.

(4) the construction of teaching facilities is incomplete.

1. Insufficient capital investment and imperfect hardware facilities.

To carry out Internet teaching, we first need to ensure the configuration of equipment and facilities, because equipment and facilities are the material basis and carrier of Internet teaching. At present, due to the lack of capital investment in compulsory education, the configuration of network facilities and equipment is not complete. The construction of the network teaching hardware environment of the school mainly includes computers, multimedia classrooms, projection screens, interactive whiteboards and so on. However, it is known from the current survey

that the configuration of hardware equipment in the school is not high, and there are not many opportunities for teachers and students to have access to computers in class.

Through the conversation with the director of the audio-visual education department of S School, I learned that the current school funding is insufficient. Although all classrooms are multimedia classrooms, multimedia classrooms are equipped with a projector and an integrated computer. It can not meet the needs of Internet teaching. Among them, there are only 3 recording rooms and 6 computer rooms in the school, and only 340 computers are used by all students in the computer room, with a total of 7216 students. The man-machine ratio reaches 21:1, which can not meet the needs of comprehensive Internet teaching. The reason is "insufficient capital investment".

2. The utilization rate of facilities is not high.

Observation was made during the study in S school in Taiyuan city, on the one hand, the utilization rate of the computer room is not high, it is mainly used in the spoken English class or English listening class of the man-machine dialogue test, and few other courses use the computer room, therefore, the computer room is often idle and the utilization rate is not high. At the same time, due to improper operation of students, it is easy to cause keyboard, mouse or computer damage, but also for various reasons can not be timely maintenance, can not be replaced in time, resulting in a number of damaged computers idle. On the other hand, due to the low level of information application of teachers, the recording room is mainly used by some teachers with high information level to record some competition courses, but less in other cases, and the idle rate of the studio is also high. The reason is that "few courses use computer room" and "computer maintenance and replacement are not timely".

Chapter 5
Summary, Discussion of Results and Recommendations

5.1 Summary of research results

This study takes the impact of "Internet + Education" on the traditional primary school teaching management as the starting point, on the basis of educational equity theory, people-oriented management theory and educational information theory, using the methods of literature research, questionnaire survey and observation. Through the methods of questionnaire and observation, this paper studies and analyzes the current situation of teachers, students, information-based teaching resources and the construction of teaching facilities. The subjects of the questionnaire are 200 teachers from S School, and the current situation of primary school teaching management is analyzed from four dimensions.

The results show that the current situation of teaching management in S school mainly has the following four problems:

1.teachers' information-based teaching ability is insufficient.

2.students' inadaptability to Internet learning.

3.Information teaching resources are not perfect.

4.The construction of teaching facilities is not perfect.

5.2 Discussion

Today, with the increasing development of the "Internet +" action plan, education should conform to the development of the times and constantly change and integrate with "Internet +". The reform and innovation of education will inevitably lead to the transformation of school teaching methods. In order to ensure that the changed teaching methods can operate effectively, school teaching management also needs to be adjusted and changed accordingly. Primary school as a section of basic education, the research on the problems and solutions of its teaching management is of great practical significance. The research on the problems and countermeasures of primary school teaching management under the background of

"Internet + Education" is the frontier topic of education reform in the information age.

Through a questionnaire survey on the current situation of primary school teaching management under the background of "Internet + Education", and combined with the observation in school, this study analyzes the problems existing in teaching management under the background of "Internet + Education": teachers' information-based teaching ability is insufficient, students' Internet learning is not adaptive, information-based teaching resources are not perfect, and the construction of teaching facilities is not complete. On this basis, this paper puts forward effective countermeasures from the following four aspects: improving the application level of teachers' information, improving students' adaptability to Internet learning, integrating information-based teaching resources, and improving the construction of digital facilities. It is hoped that this study can be used for reference to the teaching management of other similar schools.

The main shortcomings of this study are: the choice of research objects is only aimed at the teachers of S School in Taiyuan City, and the problems in teaching management reflected can only represent the problems faced by S School. Second, the results of the questionnaire and observation are only a summary of the ideas of the teachers who participated in the questionnaire, as well as the problems noticed in the process of learning and observation, and there may be other undiscovered problems in this study; third, due to the lack of my research ability and research level, I have not been able to excavate and summarize more effective countermeasures and suggestions. Please criticize and correct the experts. In the future study and work, the author will continue to study and improve this topic.

5.3 Recommendations

(1) Countermeasures to improve teachers' information-based teaching level.

1. Establish an information-based training system for teachers.

Under the background of the rapid development of the Internet, teachers should learn more relevant Internet knowledge, make high-quality teaching resources, and improve their information technology skills in both theory and practice, so as to

better meet the learning needs of students. so as to improve classroom efficiency and achieve better teaching results.

The government and relevant education departments should establish and improve a new type of networked and personalized teacher training system, so that it can not only comply with the development of the times, but also in line with the actual situation of various regions, and provide a solid backing for the improvement of teachers' information literacy.

2. Strengthen the construction of information talent team.

Equipped with sufficient computer professional and technical personnel is an important link to ensure the normal operation of Internet teaching background. Schools should be equipped with sufficient computer professional and technical personnel according to the number of computer rooms, the number of multimedia classrooms, the number of computers, campus networks and other Internet-related conditions. And gradually improve the skill level of the information management team, ensure the normal operation of the campus Internet, and constantly improve the level of school teaching management.

3. Create a good atmosphere for the application of Internet technology.

Creating a good atmosphere for the application of information technology in the school can drive teachers' enthusiasm for learning to a certain extent, but a good learning atmosphere is not achieved overnight and needs to be promoted by scientific and reasonable methods. it also needs the cooperation of schools and teachers.

(1) Schools can train backbone teachers of educational technology irregularly according to the relevant documents of Internet education, so as to improve the ability of backbone teachers in the application of information technology and give full play to the advanced exemplary role of backbone teachers in the teaching and research group. and let backbone teachers help other teachers to improve the application ability of information technology.

(2) adopt the way of "promoting teaching by competition". Schools can organize teachers to participate in rich school activities and modern teaching equipment application competitions, triggering an upsurge in the application of information

technology in teaching.

(3) to establish the system of teachers'"passing on, helping and guiding". Through the key training of teachers who have the spirit of innovation and exploration, solid information technology ability and strong learning ability, we should first improve the information technology level of these teachers so that they can guide and help other teachers and give full play to the advantages of "passing on and helping". Play an advanced and exemplary role, teachers help each other, improve together, and form a virtuous circle of information technology application atmosphere in the campus.

(2) Countermeasures for optimizing students' adaptability to Internet learning.

1. Improve students' information literacy.

At present, most students can complete the simple operations such as creating forms, entering text, searching information and so on. They can consolidate them through some learning tasks assigned in normal teaching and lay a good foundation of information technology.

2. Change students' learning style.

(1) carry out task-based and project-based learning to achieve the role of concentration.

(2) to develop accurate learning based on Internet data.

(3) exercise and pay attention to the deep study of thinking.

At present, the main form of Internet teaching is for students to download or watch teachers' pre-recorded teaching videos on the platform, lack of supervision over students' attendance, and do not provide communication links between students' questions and teachers' answers. This network teaching mode can only meet the basic needs of teaching, but it hinders the interaction and communication between students and teachers, requires students to have higher self-control, can not guarantee the efficiency of learning and teaching, and has not reached the standard of a good learning platform. How to overcome the problems of poor interaction between teachers and students and lack of attention in the process of Internet teaching, we can refer to an Internet-based teaching management system studied by du Zhe and Liu Xiaojun.

(3) Countermeasures for the integration of information-based teaching resources.

The goal of the construction of digital resources is to establish an integrated platform that can meet the needs of Internet teaching in primary schools, to remove the technical obstacles faced by teachers in carrying out network teaching, and to create a network teaching environment derived from the traditional classroom. in order to achieve a comprehensive change in the content and form of classroom teaching. Teachers can set up web-based courses on the platform, learners can choose the courses they are interested in on the platform, and different learners and teachers can communicate according to their own learning or teaching needs.

1. Construction and application of digital campus.

Build a digital campus, create a learning environment that can be learned everywhere, carry out barrier-free learning through a QR code, quickly link to the relevant information resources set up on the network platform, and quickly grab the students' learning interest points. achieve personalized learning. With different teaching themes, learning can be in the classroom, or in farms, fields, laboratories, museums, science museums, high-tech enterprises and other places where high-quality learning can be achieved. Through the construction of digital campus, we can achieve ubiquitous learning and learning closely related to life.

2. Build Taiyuan collaborative and shared learning platform.

To build a collaborative and shared learning platform in Taiyuan City, which is jointly built by several strong schools in Taiyuan City, the subject classrooms of outstanding backbone teachers of various disciplines are taken as online courses, video connections are connected to remote schools, and students in remote schools are taught synchronously. Offline teachers in remote schools complete the work of offline classroom management, data transmission and student guidance. Through this platform, schools with backward educational resources in Taiyuan city and county can share high-quality educational resources, strengthen basic education in Taiyuan, and effectively promote the implementation of educational equity.

(4) Countermeasures for improving the construction of teaching facilities.

1. Configure sufficient teaching terminal equipment.

To carry out Internet teaching, it is necessary to have the support of sufficient and highly equipped computers and other information terminal equipment, so as to achieve the goal that every student can use computers for Internet learning, and to solve the current problem that it is difficult for students to use computers to access the Internet in school. in order to ensure that students in the network classroom time and spare time online learning needs. At the same time, it is necessary to ensure sufficient funds for subsequent updates and maintenance of the computer. Manage and control the school Internet information background to guide students to use computers correctly so that students can surf the Internet in a civilized manner.

2. Strengthen network management and security.

Strengthen network configuration management, network resource management, network problem management, network operation management, network monitoring management, provide a good network environment, and at the same time do a good job in network security management to ensure the security of network information.

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Appendix

Appendix A: questionnaire on the current situation of Teaching Management in Primary Schools under the background of Internet + Education.

1. Your gender [single topic] *.

a. Male B. Female.

2. The subject you are teaching now [single topic] *.

a. Language B. Mathematics C. English D. Physical E. Chemical F. Political G. History H. Geography I. Unripe.

Thing J. Sports K. Art L. Information technology.

3. The grade you teach [single topic] *.

a. Junior high school B. High school C. Primary school.

4. Has the school set up a campus network [single topic] *.

a. There is B. None.

5. The form of broadband coverage of campus network [single topic] *.

a. Mainly with network cable B. Wireless network is the main part of C. Combined with wired wireless network.

6. Have you ever used computer network for teaching activities? For example: use educational blog, professional website, educational soft.

Pieces, etc. * [single topic].

a. B. is often used. Rarely use C. D. is hardly used. No.

7. Has your school built a professional network teaching platform [single topic].

a. There is B. None.

8. Do you agree with the gradual networking of teaching [single topic].

a. Approve B. Do not recognize.

9. The network platform teaching used by the school comes from [single topic].

a. The company directly buys B. The company cooperates with the school C. The school develops D. Other.

10. Do you think computers and networks can effectively help you to carry out teaching activities, and have a good teaching effect? [single.

Selected topic].

A. Indeed, B. Yes, but the effect is ordinary C. I don't know, D. It has no practical

significance.

11. Do you think that a considerable part of the homework and examinations can be carried out on the computer and the network, and can improve the efficiency of work?

Rate? [single topic].

a. Indeed, B. Yes, the effect is ordinary C. I don't know, D. It has no practical significance.

12. Do you want your teaching system to be implemented through an IE browser like logging in to an e-mail in the future, or do you want to do it through something like.

Like QQ, after installing once, click directly to enter the specific software to learn? [single topic]

A. Through the IE browser to achieve B. Through the specific software to achieve C. Feel free to do D. None of them are good.

B. 13. The historical problems of unbalanced and unfair educational resources caused by social factors such as regional disparity in our country can be solved by opening the.

C. Do you think the development of online education and the sharing of teaching resources between schools is conducive to the balanced development of educational resources? [single topic].

D. A. It is very helpful to B. It is of great help to C. It is helpful to D. The help is not obvious.

E. 14. What kind of relationship do you think will be between e-learning and classroom teaching in primary and secondary schools? * [single topic].

F. A. E-learning is a supplementary form of classroom teaching, which is used for homework assignment, after-class discussion, etc., but not the dominant way of learning.

G. b. E-learning can become an important form of diversified learning styles in compulsory education schools.

H. c. E-learning will become a dominant way of learning and the most important form of learning in compulsory education schools.

I. d. E-learning is not suitable in compulsory education schools, it can only be an occasional embellishment.

J. 15. You think the possibility of offering Internet learning courses in compulsory education schools in your area is: [single topic].

K. A. It is very possible that B. It is more likely that C. It is unlikely that D. It's impossible to finish.

L. 16. If you want to offer online learning courses in voluntary schools, which disciplines do you think is more appropriate? * [single topic].

M. A. Main subject / required course B. Other disciplines / elective courses C. Research-based learning / project learning D. Other.

N. 17. Do you think teachers are needed to play a role in e-learning * [single topic].

O. a. There is a great need for B. Need C. What is necessary or not, D. No need.

P. 18. Do you think the teacher-student relationship in the process of online teaching is * [single topic].

Q. a. Equal relationship B. Unequal relationship, C. The teacher-oriented relationship D. Student-oriented relationship.

R. 19. Do you think the information technology hardware equipment of the school meets the educational requirements of "Internet + Education"? * [single topic].

S. a. It is completely consistent with B. It basically accords with C. Not in accordance with.

T. 20. What do you think of the model of "Internet + education"? * [single topic].

U. a. Very good, convenient, fast and flexible.

V. b. Generally, it can only be used as an auxiliary teaching mode.

W. c. It's useless. It's basically seldom used.

X. 21. When conducting network teaching, is it good to interact with students? [single topic].

Y. A, good B, not good.

Z. 22. When carrying out network teaching, can students concentrate on [single topic].

AA.a. Can B. Can't.

BB. 23. When conducting online teaching, will students be affected by online

entertainment (such as games, movies, online chat) [single topic].

CC.A. It's B. No.

DD. 24. The time for students to concentrate on online teaching is about () minutes.

A. 45 B. 20 C. 15 D.10.

B. 25. Students' concentration of attention in network teaching [single topic].

C. a. Most of the attention.

D. b. Half of the students are focused.

E. c. Only a few of them can concentrate on their studies.

F. d. Are all very serious.

G. 26. Have you participated in the formulation of school network teaching management and evaluation standards? Have your comments and suggestions been made.

H. Adopt? [single topic].

I. a. I participated, and my opinions and suggestions were valued.

J. b. I participated, but my opinions and suggestions were not taken seriously at all.

K. c. Not involved, but I can make suggestions that can be adopted as long as they are reasonable.

L. d. I'm not involved. It's none of my business.

M. 27. Will the results of current teaching management and teaching quality evaluation affect your salary, promotion and appointment? [single topic].

N. a. Yes, B. No.

O. 28. In the process of teaching management and evaluation, do you have a better understanding of the objectives and concepts of school management? [single topic].

P. A. It's B. No.

Q. 29. Does the implementation of current teaching management and teaching quality evaluation help you to maximize your professional teaching?

R. Class skills? [single topic].

S. a. It's a big B. It is helpful to C. There is little help for D. Hardly any.

T. 30. How often do you participate in the teacher's study of information-based teaching theory [single topic].

U. A. One week, B. One month C. One semester D. One year E. Never.

V. 31. Grade group or teaching and research group to organize information-based teaching, teaching and research activities [single topic].

W. a. It is rare that B. It is a mere formality of C. To form a system and normalize activities.

X. 32. Teachers' mastery of the theoretical knowledge of "Internet +"

Y. A, very familiar with B, basic mastery of C, lack of D, very lack of.

Z. 33. The main body of school teaching management [single topic].

AA. A, Principal B, Director of academic Affairs C, teacher.

BB. 34. Is there an urgent need for a corresponding teaching management system for the new way of Internet teaching [single topic].

CC. a. It's B. No.

DD. 35. How do you carry out computer network teaching activities in your daily teaching activities?

a. Multimedia courseware (PPT, FLASH animation).

b. b. Make a special website.

c. c. Network teaching software.

d. d. Do not carry out network teaching activities.

e. e. Educational blog.

f. 36. Do you think the best form of presenting knowledge in e-learning is (multiple choices) * [multiple choice of topics].

g. a. Text form B. Online on-demand C. Multimedia.

h. d. Video recording.

i. 37. What do you think online education should include? [multiple choice of topics].

j. a. Online teaching video B. On-line test C. Online homework D. Network interaction.

k. 38. The ways in which you carry out online teaching are (multiple choices): * [multiple choice].

l. a. Daily teaching activities, there are special online learning courses.

m. b. Homework and extracurricular discussion.

n. c. Offer special courses, such as research-based learning.

o. d. Other.

p. 39. What do you think of the effect of Internet teaching on primary and secondary school education and teaching (you can choose more): * [multiple topics].

q. a. It can extend the classroom and break through the time and space limitation of school education.

r. b. It is helpful to realize the sharing of high-quality education and teaching resources and promote the balanced development of education.

s. c. It is convenient for students to carry out personalized learning.

t. d. Broaden educational channels and attract parents and communities to participate in teaching.

u. e. Help teachers and students master the teaching methods in the information age.

v. 40. Do you think there are some obstacles in offering web-based learning courses in compulsory education schools in your area (optional) * [many.

w. Selected topic].

x. a. Information infrastructure construction is not perfect.

y. b. Lack of efficient e-learning platform and resources.

z. c. The information technology application ability of teachers and students is not enough.

aa. d. School principals and teaching administrators do not have a strong awareness of Internet teaching.

bb.e. It is difficult to guarantee the quality of web-based learning

Appendix B: interview outline.

I. the outline of the interview with the principal.

1. How much is the school's investment in educational informatization in 2020? What are the main areas of investment? What is the change compared with the previous two years?

2. What are the main aspects of the funds invested in the informatization of school education?

3. What is the total capital investment of the school in the whole year (including staff salaries)? Compared with the previous two years, what is the change?

4. How is the allocation of information professionals in the school? How many people are there? Can it meet the school's demand for information technology personnel?

5. Does the school have any larger development plans under the current background of "Internet +"?

II. Outline of interview with Director of Audio-visual Education Department.

1. What is the number of teachers in the school? How many computers are used by teachers? What is the man-machine ratio?

2. What is the number of students in the school? How many computers are used by students?

3. How many computer rooms are there in the school? How many sets do students use to calculate?

4. How many studio are there in the school? How many people can it hold?

5. How many multimedia classrooms are there in the school? What is the total number of classrooms in the school?

How is the construction of 6.VR classroom and Creator classroom? Can you put it into use?

III. Outline of interviews with information technology personnel.

1. Do you usually have to manage many information equipment in your work? What are the main ones?

2. How about the use of school computers and other information equipment? Under what circumstances do you mainly use it? Is the vacancy rate

high?

3. Is the damage serious when students use computers and other information equipment?

4. After the computer and other information equipment is damaged, can it be updated and maintained in time?

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THIS IS TO CERTIFY THAT

Ming Xu

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