

Multi-dimensional Construction and Practical Exploration of Interactive Teaching Mode in Primary School Chinese Classroom

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Abstract: Primary school Chinese is one of the important comprehensive subjects in primary school education. With the continuous advancement of education reform, primary school Chinese classroom teaching has also become an important part of education reform. In primary school Chinese classroom teaching, interactive teaching mode can improve the classroom teaching atmosphere, improve the teaching effect, is one of the important ways of primary school Chinese classroom teaching reform. Based on the experience accumulated in the early stage of interactive teaching and the problems found in the investigation of primary school lectures, this paper constructs the interactive teaching mode of primary school Chinese classroom with three dimensions, namely, "teacher-student interaction", "student-student interaction" and "student-teacher interaction". Taking Chinese Cuisine, the second volume of primary school, as an example, practical research is carried out to promote the application of theoretical research in practical teaching.

1. Introduction

At present, China's education field has been accelerating the process of education reform, and the school education work has received extensive attention from all walks of life. The traditional cramming teaching, rigid educational concepts, passive learning status of students and single and boring classroom atmosphere have been gradually changed in the education reform. In 2019, the Central Committee of the Communist Party of China and The State Council clearly proposed in the Opinions on Deepening Education and Teaching Reform and Comprehensively Improving the Quality of Compulsory Education that "strengthen the role of the main position of the classroom, effectively improve the quality of classroom teaching" and "optimize teaching methods to guide students to actively think, actively ask questions, and independently explore." The "Compulsory Education Chinese Curriculum Standards (2022 edition)" also emphasizes: "enhance the situational and practical implementation of the curriculum, and promote the change of learning methods." In this context, Jilin Province has also actively introduced relevant documents and policies on teaching

reform in line with the actual situation of the province. The "Jilin Province Compulsory Education Curriculum Implementation Measures" issued in 2022 clearly points out that "strengthen discipline practice, guide students to participate in disciplinary exploration activities, and experience the process of discovering problems, constructing knowledge, solving problems, and applying knowledge".

Based on the above policy background of teaching reform, interactive teaching mode stands out among many teaching methods. In interactive teaching mode, teachers can guide students to think actively, explore independently, practice subjects and solve problems. Its theories are mainly derived from constructivism theory. The learning environment based on the construction of subjectivity, emotion and sociality encourages students to actively think, explore and solve problems, stimulates students' learning interest and enthusiasm, and cultivates students' independent learning ability.

2. Experience accumulation of existing interactive teaching in primary school Chinese classroom

Based on the implementation of national and local education policies, education reform is entering a stage of rapid development. Many experts, scholars and front-line teachers have conducted relevant research and experience accumulation around the "interactive teaching" mode in "classroom teaching reform". From a summary point of view, the current research on interactive teaching in the classroom can be divided into the following three categories: One is the main body of interactive teaching. Wang Min (2025) emphasized in his research that interactive teaching should be student-centered and realize the teaching mode of teacher-student interaction and student-student interaction [1]. Wang Lili (2025) also believes that we should strengthen the interaction between teachers and students and students in the classroom, organize interactive activities, and guide students to participate actively [2]. Wang Dewu (2023) further subdivides the teacher-student interaction into "student-teacher interaction", in which teachers use appropriate guidance methods to encourage students to find problems, raise questions, and constantly solve problems [3]. Second, interactive teaching methods. In his research, Liu Jixun (2024) discussed five valuable interactive links in primary school Chinese classroom teaching, which are: scenario simulation, group cooperative learning, emotional experience interaction, problem exploration interaction, and multimedia interaction [4]. Zhao Gongtai (2025) added the interactive teaching method of "opening up teaching space through information technology to help interactive teaching". Third, the effect of primary school Chinese interactive teaching [5]. Chen Bichun (2023) improved the teaching efficiency of primary school Chinese interactive teaching, inspired students' thinking and promoted their language expression [6]. Xu Ye (2022) believes that interactive Chinese teaching in primary schools creates a good classroom atmosphere, cultivates students' interest in learning, and is conducive to the improvement of students' comprehensive quality [7].

In recent years, with the continuous deepening and enrichment of interactive teaching research, the teaching achievements of interactive teaching have gradually been recognized by the majority of front-line teachers and applied to their own teaching activities, constantly optimizing the form of interactive teaching, so that interactive teaching has a broader prospect for development.

3. The problems of interactive teaching in Chinese classroom of primary school in Jilin Province

In order to make the research more objective and targeted, to solve real problems, and to make the research more practical, the author visited four primary schools in Changchun, Jilin Province, and obtained and sorted out relevant materials of interactive teaching in primary school Chinese

classes through listening to and observing primary school Chinese classes, so as to understand the problems existing in current teaching. It points out the direction and thinking for the later research practice strategy. The problems of interactive Chinese classroom teaching in the 4 primary schools are summarized as follows (Table 1). The specific names of the 4 primary schools are not reflected in this study, but are replaced by numbers [8].

Table 1. Survey of Chinese classroom interactive teaching in primary schools in Jilin Province

School name	Grade	Problem
Primary School 1	Second grade	<p>1. Single interaction form There is interaction in teaching, but it is teacher-led interaction, and the interaction is simple, that is, the teacher asks questions and the students answer them.</p> <p>2. Interactions lack depth Most of the teacher's interaction is based on the content of the textbook, and it is a shallow interactive communication, in which there is no problem to guide students to think deeply or explore heuristically.</p>
Primary School 2	Fifth grade	<p>1. Lack of emotional interaction Teachers' interaction focuses on the interaction of knowledge, and lacks in-depth emotional interaction. Therefore, many interactions are mere formalities, and students do not have a sense of interactive experience, and the interaction effect is still poor, which fails to narrow the distance between students and teachers.</p> <p>2. Students have not formed the consciousness of active interaction Interaction is the process of interaction between teachers and students, and teachers and students are in the same position, but in actual teaching, teachers are still leading, and students' passive interaction makes students lose their awareness of active interaction and lack the dialectical thinking consciousness of independent thinking and questioning.</p>
Primary School 3	Third grade	<p>The interaction between students is not good Based on the interaction between teachers and students, teachers designed the interactive teaching mode of student-student interaction, but the effect of student-student interaction is not good, specifically: uneven learning ability; Usually there is no basis for interaction; Lack of interaction between students and students; Teacher guidance is insufficient.</p>
Primary School 4	First grade	<p>The blind application of interactive methods Teachers have interactive consciousness, but they do not have a good grasp of interactive ways and want to interact more. However, in practical application, the use of interactive ways is unreasonable, and they cannot raise heuristic questions or inquiry questions, which reduces the efficiency of classroom learning.</p>

From the problems summarized above, it can be clearly seen that the dimensions of interaction in interactive teaching in several primary schools are not enough, and the objectives of interaction are not clear, and the setting of questions, emotional input and teachers' guidance in interactive teaching urgently need to be strengthened.

4. Multi-dimensional construction and practice of interactive teaching mode in primary school Chinese classroom

Based on the relevant research content of the above experts and scholars, and combined with the listening survey of four primary schools in Changchun, Jilin Province, the author finally constructed a primary school Chinese classroom interactive teaching model with three dimensions of "teacher-student interaction", "student-student interaction" and "student-teacher interaction" (Figure 1). Next, taking the lesson "Chinese Food" in the second volume of Chinese in the second grade of primary school as an interactive teaching practice case, the practical research is carried out in three interactive dimensions [9].

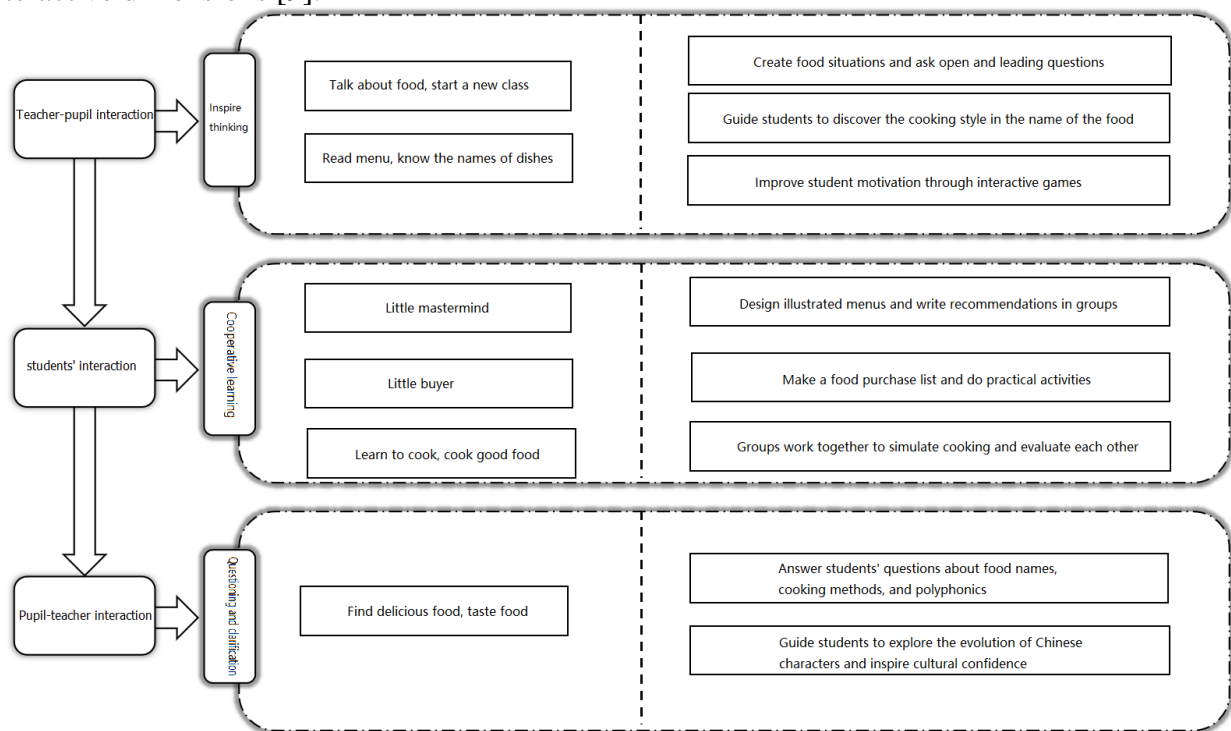


Figure 1. "Three-dimension" Chinese classroom interactive teaching mode

4.1. Interaction between teachers and students enlightens thinking

In the interactive teaching of primary school Chinese classroom, teacher-led "teacher-student interaction" is an important form of interactive teaching, through the teacher's questioning, guidance, situation creation, games and other forms to stimulate students' interest in continuous exploration, in the interaction to promote the development of students' thinking. For the second grade students, the common ways of teacher-student interaction include situation creation, problem setting, role playing and so on. In the lesson "Chinese Food", teachers can carry out the interactive teaching of teachers and students through the form of situation creation, question guidance and interactive games [10].

Section 1: Talk about food, enter the new class

The new curriculum standard emphasizes that "Chinese curriculum revolves around the core quality, reflects the nature of the curriculum, reflects the curriculum concept, and establishes the curriculum objectives." Before the beginning of this lesson, teachers need to determine the core quality of "cultural confidence", relying on Chinese food cultural resources, to create a real situation of "Chinese food".

Context introduction: Teachers play videos related to Chinese food through multimedia to get a preliminary understanding of different cuisines in different regions of China, form visual stimulation, and create food situations to stimulate students' interest in food exploration [11].

In the context of food creation, teachers put forward open and guiding questions, which allow students to freely express their ideas and stimulate their language expression and thinking ability; Guided questions help students gradually think and solve problems, and gradually master knowledge and skills. At the beginning of the lesson, the teacher guided the students to express and think through the following questions (Table 2).

Table 2. Specific problem Settings

Question type	content
Open question 1	What is your favorite food to eat?
Open question 2	Do you know what are the specialties of your hometown?
Leading Question	What Chinese character secrets are hidden in the names of food?

The two open questions stimulate students' desire to express themselves, enlivening the classroom atmosphere, and enabling students to learn about a variety of cuisines while freely expressing their ideas. The focus is on the guiding question "the secret of Chinese characters hidden in delicacies", which requires teachers to guide students to find the answer.

Teachers show pictures: fried tofu, roast duck, boiled fish, and guide students to discover what cooking methods can be seen in the names of these foods.

Student: (preset answer) Frying, roasting, boiling

Teacher: The name of the food has the cooking verbs "frying, roasting, boiling", which is how the food is prepared. The teacher played the production process of these three kinds of food, and the students realized the meaning of "frying, roasting and boiling" objectively.

Continue to introduce all cooking methods: mixing, frying, roasting, roasting, boiling, blasting, stewing, steaming, frying, stir-frying, and find out what these cooking methods have in common.

Student: Most of them are near the word fire or at the bottom of four points, which are related to fire.

The teacher uses multimedia dynamic demonstration to demonstrate the evolution process of "fire side" and "four-point bottom", revealing that the four points below the "Jian" character are actually symbolic expressions of the form of fire.

Section 2 : Read the menu and identify the dishes

Traditional literacy classes are boring and students' participation enthusiasm is not high, the fundamental reason is that students' sense of participation and experience in literacy classes is not strong. For students in grade Two of primary school, they are more interested in games, and game interaction is one of the important ways of teacher-student interaction.

Interactive game 1: Report the name of the dish

Teachers use multimedia to show only the text, the students quickly read the text dish name.

Interactive Game two: Fire eyes

The teacher shows the names of some dishes on the Shivo whiteboard

Stir-fried kidney, Steamed sea bass, spinach, fried tofu, braised eggplant and Roast duck
Boiled fish, fried mutton with scallions, stewed mushrooms with chicken, steamed dumplings, fried noodles with soy sauce, fried rice with eggs

Students circle the cooking verb in the dish name within a limited time using the Shiwo whiteboard, and submit the answer to upload. The Shiwo whiteboard automatically calculates the correct rate and time, and ranks it to improve students' enthusiasm.

Design intention: In the interaction between teachers and students, the teacher is the leader. In

the interaction with students, the teacher will design inspiring questions, guiding questions and create real experience situations and games, so as to understand Chinese characters in a relaxed and pleasant atmosphere and promote the improvement of thinking ability.

4.2. The power of student interaction and cooperative learning

In addition to the interaction between teachers and students, teachers should also make use of the interaction between students to create more opportunities for free exchange and practice, interactive discussion and group cooperation. In this regard, teachers can guide students to complete the collision of thinking and the exploration of subject knowledge through the creation of activities such as group cooperation to solve problems and cooperative exploration. Based on the interaction between students and students to carry out cooperative learning, the teacher designs the following sections.

Section 3 : A little planner - menu development

Situation Setting: In order to meet the "Chinese Food Festival" to be held in our school, the task of our class is to open a distinctive "class food store", when the whole school will come to taste our class food. Now we need to carry out the first preparatory work before opening: to discuss and determine the signature dishes of the food store, you can refer to the textbook "Chinese food", and combined with their life experience, choose dishes with local characteristics and various production methods, and finally need to design a menu with pictures. The teacher divided the class into groups. Each group selected a signature dish and made an illustrated menu.

Teacher guidance group tasks:

Ingredients determination: Select a food, clear its required raw materials.

How to cook: Learn about the cooking process

Menu design: show dishes in creative form (pictures, clay sculptures, etc.), write the name of the food and the ingredients required for the food (such as spinach, eggplant, etc.) in text, and describe the production process in detail (pan-fried tofu needs to be slowly fried, etc.) to highlight the creativity and practicality of the menu.

Write a recommendation: Write a "recommendation" for the dish in a prominent position on the menu (such as: boiled meat slices, spicy and fragrant, delicious!)

Section 4 : Small buyer - mission driven cooperation

After determining the menu, it is necessary to make a "food procurement list" according to the menu, and the teacher organizes a practical course of "Walking into the supermarket, Living literacy".

Before purchasing, the teacher guides the students to think: how to quickly find the location of these items and improve the efficiency of procurement when they go to the supermarket to purchase these items?

The teacher led the students into the vegetable section to observe the vegetable names on the vegetable section, and guided the students to find the secret of Chinese characters in the vegetable section on the glyphs (phonetic characters, most of the names of the vegetable section have "cursive characters").

The teacher guided the group to observe their own purchase list. What are the words with cursive characters on the list? Are they from the vegetable section?

Teacher's summary: The ingredients can be classified and then purchased, from the vegetable area to complete the purchase of all vegetable ingredients, and then to the next area, and so on.

Team cooperation, division of labor, efficient procurement, team members can be divided into "record", "search", "checker", respectively responsible for the list sketch, looking for ingredients, checking names and quantities.

Finally, the teacher organized the group results report session, each group showed the team's procurement results, and shared the newly discovered phonogram (" Luo, potato ") and so on.

Design intention: Menu making integrates interdisciplinary, through the interactive form of students and students in the design menu to learn Chinese characters in a favorite way on the paper, and combined with art, design, etc., to stimulate students' aesthetic creativity. Through practical activities, the author combines literacy with life, finds out the characteristics of Chinese characters, and skillfully uses a variety of serial literacy methods to realize efficient literacy.

Section 5 : Learn to cook, cook food - practice and mutual evaluation

The "Little Chef Demonstration Competition" was carried out, in which each group of students jointly demonstrated the food in the menu designed by themselves through "simulated" cooking. The group members were familiar with the steps in advance, familiar with the production process by searching online or reading cooking books, and defined the division of labor. Some were responsible for preparing ingredients, some were responsible for cooking, and some were responsible for plate setting. Describe the cooking process through words and actions.

After the completion of the preparation, a representative of the group was sent to "report the name of the dish", and introduced the dishes they made to the class in vivid language, explaining the cooking steps and the collocation of ingredients in detail. The other group members listened carefully, scored according to the "Cooking Display Evaluation Form" (Table 3), and conducted peer evaluation.

Table 3. Cooking display evaluation form

Evaluation dimension	Evaluation criteria	mark
Word accuracy	1. Use cooking verbs properly 2. There are no mistakes	☆☆☆☆☆
Step articulation	1. Whether the whole procedure is described clearly and smoothly 2. The process is logical	☆☆☆☆☆
Team fit	1. Whether the team works well together 2. Whether the division of labor is reasonable	☆☆☆☆☆

In the mutual evaluation, students actively express their own opinions and suggestions, propose more optimized suggestions according to their own ideas, and finally vote for the "best creative recipe" and "Gold Chef group". Through such mutual evaluation, students can not only find their own shortcomings from the feedback of others, but also learn the advantages and strengths of other groups.

4.3. The interaction between students and teachers, the bridge between questioning and solving doubts

In primary school Chinese interactive classroom, apart from teacher-student interaction, student-teacher interaction is also an important part of interactive teaching. Different from teacher-student interaction, student-teacher interaction is student-led, in which students raise questions and questions, and teachers are responsible for answering them. This student-teacher interaction mode can not only stimulate students' interest and initiative in learning, but also stimulate students' interest and initiative in learning. It can also cultivate students' independent learning ability, promote students' critical thinking and problem-solving skills, and promote effective communication between teachers and students.

Section 6 : Search for delicacy, taste food - inquiry-based dialogue

In the course of this lesson, students' interest in Chinese food is very high, and students will search for representative food from different places by themselves. In the process of independent exploration, they will have many questions, and teachers need to actively answer them to protect students' curiosity and desire for exploration.

1) Confusion over food naming

Many food names are "Dongpo meat", "Taibai duck", these food can not see the cooking method, why to name it after a person? Teachers can find short stories about the history of these foods for students to answer questions.

2) Doubts about "frying", "boiling" and "steaming"

All cooking will use fire, is the word fire, why "frying", "boiling" and "steaming" these cooking methods are also using fire, but there is no fire word side? Teachers do not need to tell the answers directly. They can guide students to compare oracle bones such as "decocting", "boiling" and "steaming". They can dynamically demonstrate the evolution of the "oracle bones" from the transformation of fire, combined with a picture of "cooking on the stove". This inquiry interaction will break the students' cognitive barriers to the morphology of the words, make them more curious about the evolution of Chinese characters, and stimulate their cultural confidence.

3) Confusion about polyphonics

In this lesson, there is a polyphonic word "fried", "fried fish" and "dynamite" with different tones, which is difficult for students to distinguish and have doubts. Teachers can demonstrate the differences in temperature, action and sound between "fried fish in a frying pan" and "dynamite explosion" through animation, and then summarize the language law of "sound changes with meaning".

Design intention: The student-led interaction mode in which teachers follow students' steps is easy to be ignored by teachers, but it is one of the important forms of interaction. Through inquiry-based dialogue, it builds a bridge between students' questioning and teachers' solving doubts, promotes the cultivation of students' independent learning ability, critical thinking and problem-solving ability, and stimulates students' learning interest and intrinsic motivation. Adapt to the individual learning needs of students, and promote effective communication between teachers and students and mutual learning.

5. Conclusion

The interactive teaching mode in primary school Chinese classroom is a very practical classroom teaching method. Through the multi-dimensional interactive mode of "teacher-student interaction, student-student interaction and pupil-teacher interaction", students can stimulate the main position of learning, gradually guide students to learn deep learning and independent inquiry learning, stimulate students' learning enthusiasm and enhance the classroom teaching effect. For primary school Chinese teachers, based on the three dimensions of interactive teaching methods, they should actively build a good interactive environment, design exploratory and inspiring questions, carry out interesting and rich interactive games, and constantly explore new interactive content and teaching mode, and finally achieve the purpose of promoting the improvement of interactive classroom teaching effect.

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