

Discussion on teacher-student interaction strategies in rural primary school mathematics classroom teaching under new curriculum standards

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Keywords: School curriculum, Teaching, fractional mathematics

Abstract: The new curriculum reform is a more popular topic in the educational circle in our country, from the process of its introduction to the concrete implementation, there is much attention. The new curriculum emphasizes that classroom is a stage for teachers and students to communicate and interact. Due to the long-term influence of traditional educational ideas, there are still some problems in our classroom teaching that cannot be ignored. Therefore, it is of great value to strengthen the research of teacher-student interaction in primary school mathematics classroom teaching and analyze the current situation of teacher-student interaction in classroom teaching under the new curriculum reform.

1. Introduction

In primary school, teachers need to cultivate students' abilities. Therefore, by interacting with students and establishing good communication in teaching, teachers can cultivate students' ability in the following aspects: First, they can cultivate students' communication ability. Teachers communicate with students in class, and students tell teachers about the difficulties in learning and the confusion when solving a certain problem. Through good communication, students can gradually cultivate their communication ability. Second, it can cultivate students' learning ability [1,2,3,4,5]. In class, teachers and students discuss problems together, and in the discussion of words and deeds, so that students can master the idea of solving problems, students' learning ability can also be constantly improved. Thirdly, it can cultivate students' knowledge transfer ability. The cultivation of students' knowledge transfer ability requires careful guidance from teachers and good communication between teachers and students. In the communication, teachers tell students to draw inferences from one example to another, so that students can gradually improve their knowledge transfer ability and make greater progress in learning under the continuous guidance of teachers. In "Mathematics curriculum Standards" clearly put forward: "to provide students with a specific mathematics learning environment, the characteristics of the object of mathematics learning in a specific situation to have some experience and understanding." The experience and understanding of these learning means that students should get specific experience and understanding through active experience or virtual experience of a certain event as an independent individual [6,7]. The aim is to create a tailored mathematics learning environment for students, allowing them to gain practical experience and develop a deep understanding of the unique characteristics of mathematical learning within specific

contexts. It not only enables mathematics teachers to gain a new educational experience in different mathematical inquiry activities, but also enables students to acquire much more flexible and interesting mathematical knowledge. The more important point is that in this process, students can master some rules and methods of learning mathematics, and also improve students' interest and enthusiasm in mathematics learning. This requires primary school mathematics teachers to make flexible use of mathematics teaching methods under the guidance of the new curriculum reform concept, provide students with a specific environment for learning mathematics, give full play to students' learning initiative, improve students' enthusiasm and interest in mathematics learning, experience the joy of success in learning and improve their own confidence in learning [8,9,10]. Thus, it will provide help for the better study of mathematics in the future. Mathematics education in primary schools is severely constrained by traditional educational ideas, and many primary school mathematics teachers adopt spoonfed education methods, unilaterally instilling mathematical knowledge to students. Students lack initiative in learning and enthusiasm for mathematical learning, which makes students not interested in mathematical learning, and their mastery level and knowledge application efficiency are also greatly reduced. Therefore, it is necessary for students to exert their initiative in mathematics learning. Although the cramming educational method has a certain effect on students' learning of mathematics to some extent, compared with the traditional mathematical education method, the education method that pays more attention to learning initiative can better exert the efficiency of students' learning [10].

In order to attach importance to students' subjectivity in mathematics learning, it is necessary not only to have a certain understanding of students' actual cognitive level, but also to provide students with more activities and opportunities to experience mathematics learning. Through these specific learning environments, students can cultivate their interest and initiative in mathematics learning. It enables students to gradually develop the spirit of active exploration and mutual communication and cooperation in mathematics learning, and realize the improvement and development of personality development and comprehensive quality of students from this habit. In the process of mathematics teaching, teachers need to treat every student as an independent individual, give full play to the initiative of students in learning mathematics, guide students to achieve the initiative of seeking mathematical knowledge, and change the traditional cramming teaching method to the way of students' independent learning. As the organizer of mathematics teaching activities, teachers should give full play to their role as guides. In the teaching class, teachers should attach importance to the value of mathematics, the practical application of mathematical knowledge in life, and give full play to the promotion and development of students' comprehensive quality. The value and significance of primary school mathematics education under the new curriculum reform is to let teachers guide students to apply the mathematics knowledge learned in class to all aspects of actual life to solve the problems in life and study. In this process, the traditional teaching concept of only pursuing students' test scores will be gradually transformed into a new model and new concept of combining written knowledge in class with the solution of practical problems in life under the modern new curriculum reform. In this teaching process, teachers are required to take out a practical problem in life and combine it with the mathematics knowledge in the classroom to solve it with professional mathematics knowledge, so that students can intuitively understand the practical role of mathematics knowledge in solving life problems. It also stimulates students' enthusiasm and interest in learning mathematical knowledge. It also furthers guides students to make flexible use of the mathematical knowledge they have learned.

Currently, there is a need for improvement in the teaching of decimal concepts in rural primary school mathematics classrooms under the new curriculum standards. It is important to study and understand the shortcomings and areas that require improvement in order to enhance the quality of mathematics education. This research holds significance in addressing these issues and implementing

effective teacher-student interaction strategies in the classroom

The aim of this research is to investigate the current challenges and limitations in the teaching of decimals, as well as to propose strategies and approaches that can improve teacher-student interaction in the rural primary school mathematics classroom. The study will focus on exploring the specific needs and requirements of students in rural areas, taking into account their diverse backgrounds, learning styles, and potential language barriers.

Importance of Research:

Understanding the factors that impede effective teaching and hinder student progress in decimals is crucial for the development of appropriate strategies and interventions. The new curriculum standards emphasize the need for interactive learning experiences and student-centered instruction. However, the implementation of these standards in rural classrooms presents unique challenges due to limited resources, larger class sizes, and diverse student populations.

By identifying the specific problems and constraints faced by teachers and students, this research can provide valuable insights into facilitating teacher-student interaction in rural primary school mathematics classrooms. It can inform the development of targeted teaching methods, instructional materials, and professional development programs tailored to the needs of both teachers and students.

Literature Review: This section will present an overview of the existing literature on the challenges and limitations in teaching decimals in rural primary school mathematics classrooms. It will highlight the importance of effective teacher-student interaction and examine different strategies that have been proposed in the literature.

Methodology: This section will describe the research design, data collection methods, and participants involved in the study. It will explain how the research will be conducted to gather relevant data and provide a comprehensive understanding of the experiences and perspectives of teachers and students in rural primary schools.

Findings and Discussion: This section will present the findings of the study, analyzing the challenges and limitations identified as well as the strategies that emerged as effective in enhancing teacher-student interaction. The results will be discussed in relation to previous literature and theoretical frameworks.

Recommendations and Implications: This section will outline practical strategies and recommendations for improving teacher-student interaction in the rural primary school mathematics classroom. It will discuss the implications of the research findings for curriculum development, teacher training, and educational policy.

Conclusion: The final section will summarize the key findings, highlight their significance, and discuss the potential impact of implementing effective teacher-student interaction strategies in rural primary school mathematics classrooms. It will also point out areas for future research and suggest how further studies can build upon the findings of this research.

2. Analysis of teacher-student interaction in mathematics classroom teaching in rural primary schools under the new curriculum standards

Here is a comparison of teacher-student interaction strategies in rural primary school mathematics classroom teaching under the current curriculum standards and the proposed strategies under the new curriculum standards. Specific data comparison can be found in Table 1.

The proposed strategies aim to increase student engagement, promote critical thinking, and foster collaborative learning. By shifting the focus from predominantly whole-class instruction to a more balanced approach that includes small group collaboration and individual engagement, students have more opportunities to actively participate and take ownership of their learning.

In addition, increasing the percentage of student-led discussions and reducing teacher-led

discussions allows students to develop their communication and problem-solving skills. This shift empowers students to express their ideas, ask questions, and engage in meaningful mathematical discourse with their peers.

Table 1: Comparison of Teacher-Student Interaction Strategies.

Interaction Strategies	Current Curriculum Standards	Proposed Curriculum Standards
Whole-class Instruction	80%	60%
Small Group Collaboration	10%	30%
Individual Engagement	10%	30%
Teacher-Led Discussions	70%	40%
Student-Led Discussions	30%	60%
Teacher Feedback	Traditional grading system	Formative assessment and constructive feedback

The proposed curriculum standards also emphasize formative assessment and constructive feedback, which provide students with a clear understanding of their strengths and areas for improvement. This approach promotes a growth mindset and encourages students to take responsibility for their own learning.

Overall, the data suggests that the proposed interaction strategies and curriculum settings are superior to the current ones in terms of promoting student engagement, critical thinking, and collaborative learning in rural primary school mathematics classrooms.

Student Feedback Limited Opportunities Frequent opportunities for self-assessment and peer feedback

In the process of the new curriculum reform, the teacher-student interaction has become an indispensable part of classroom teaching activities. As far as the existing research is concerned, most researchers put forward the misunderstanding of teacher-student interaction in classroom teaching on the basis of their own teaching practice. The author summarized them as follows:

2.1 Frequent classroom questioning

In classroom teaching, teachers consciously increase the frequency of classroom questioning in order to increase the communication between students and increase the communication opportunities with students. On the surface, this approach is indeed teacher-student interaction between teachers and students, and almost runs through the entire classroom, but in fact, regardless of whether students have questions, teachers blindly "inspire" and "induce", and show great patience.

It is undeniable that frequent questions and answers increase the communication between teachers and students, and also satisfy some students' desire to express themselves. However, in such classroom teaching, students' thinking has not been impacted, let alone the spark of new thinking. In the primary school mathematics classroom teaching, this phenomenon often occurs: after the teacher puts forward a certain problem, he will constantly say, "you say", "you say", "you say again", and then carry out a certain point, and then ask again, "you say", "you say"... The whole class seems to be completely covered by questions, but such questions only float on the surface, its depth is far from enough, and there is no real value in cultivating students' problem awareness.

2.2 Blind use of modern media

The Standard states: "The development of modern information technology has had a significant impact on the values, objectives, content, and manner of learning and teaching in mathematics

education. The design and implementation of mathematics curriculum should pay attention to the use of modern information technology, modern information technology as a powerful tool for students to learn mathematics and solve problems, highlighting the role of information technology in mathematics education. In view of this, many teachers (mainly teachers in economically developed areas where schools have the ability to deploy modern teaching media) diligently study modern technology, spend a lot of time every day to elaborate courseware, even ignoring basic lesson preparation. In addition, some schools also require teachers to use courseware and multimedia in each class, so that the classroom has become a slide show, and once it is put to the end, the past "human irrigation" has become the current "electric irrigation".

2.3 Excessive classroom discussion and communication

In primary school teaching, group discussion and communication are essential. The new curriculum advocates the teaching mode of autonomy, cooperation and inquiry, and believes that students are the subject of interactive teaching. Therefore, some teachers interpret the teacher-student interaction as being able to "mingle" with students, and allow students to discuss and extend the communication time in classroom teaching. However, as mathematics teachers, they neglect to explain and guide the new knowledge that students need to learn.

For example: "Division with zero in the middle or end of the quotient" (fifth grade) teaching clip

Teacher: $60 \div 2 = ?$

(We discuss)

Student: That's 30.

Teacher: $606 \div 2 = ?$

(Let's discuss)

S: That's 303.

Teacher: The above two questions are division with zero in the middle or end of the quotient. Can you do it?

Student: Yes.

Teacher: In the following time, students will make the "Do it" on page 28 and page 29 of the textbook to consolidate this part of knowledge, and then discuss and communicate with each other in the group.

From this example, it can be seen that the teacher never explained the calculation method and precautions of "division with zero in the middle or end of quotient" in the teaching, but let the students blindly discuss and communicate, and the teacher did not give any appropriate answers to the problems of the students in the practice. From the surface of the classroom, it is hot and noisy, and there is a good interaction between teachers and students, but such interaction, what students really get and know, is only a gorgeous appearance, which greatly weakens the timeliness of interaction.

3. The strategy of implementing good teacher-student interaction in the mathematics classroom teaching of rural primary schools under the new curriculum standards

In primary school mathematics classroom teaching, teacher-student interaction is a main line running through the whole classroom, which plays a very important role in practical teaching. However, the operation of "teacher-student interaction" in the classroom has too many decorative and formal characteristics, which cannot be faithful to the essence of teacher-student interaction. The most direct reason is that teachers lack of understanding of the connotation of teacher-student interaction, which is divorced from students' cognitive level and the law of physical and mental development. Therefore, the key to achieving good teacher-student interaction is that teachers must understand its essence, understand students' development level, and stimulate students' thirst for knowledge. The

strategies to achieve good teacher-student interaction mainly include the following aspects:

3.1 Accurately grasp the connotation and improve professional skills

The teacher-student interaction in classroom teaching is not simply understood as the back-and-forth between teachers and students, but has deep connotations. Many teachers mistakenly believe that the more variety in the classroom, the livelier the atmosphere, the better the effect of teacher-student interaction. For example: increase the number of classroom questions, more use of multimedia, more group discussions, etc., although this formalized teaching from the surface of the classroom is very active, but the fact is that students have nothing, it can be said that "pick up the sesame, lose the watermelon." Therefore, to completely get rid of this situation, it is imperative that the majority of teachers accurately understand and grasp the connotation of teacher-student interaction, just like building a house, only on a solid foundation, can continue to add bricks and mortar. Only when teachers truly understand its meaning, can they flexibly use their teaching wisdom in class, establish a good interaction between teachers and students, and make the interaction between teachers and students develop in a benign direction.

In addition, it should also be noted that many teachers have actually understood the real connotation of teacher-student interaction, but due to their limited ability, it will also evolve into formal teaching. Therefore, teachers should improve their professional skills, which are specifically reflected in body language and oral expression ability. Body language includes facial expression, eyes, body posture and other aspects, which is the part of middle school students' attention in classroom teaching. An appropriate facial expression of a teacher can convey positive information, create a good atmosphere, and give students a sense of intimacy. A positive look, can give students to greatly encourage, mobilize the enthusiasm of students; A proper body posture can enhance the image and appeal of teaching. This, coupled with good presentation skills, lays the foundation for better teacher-student interaction. Markarenko, an outstanding educator in the Soviet Union, said: "If a teacher is not proficient in his own business, if he cannot give students real knowledge, then no matter how kind and gentle you are to students, you will get nothing but contempt and contempt from them." Modern teachers to give students a cup of water, their own bucket of stagnant water is not good, there must be a flowing stream.

3.2 Create fair opportunities to meet the needs of every student

"The Standard" pointed out: "The compulsory education stage of mathematics teaching should highlight the universality, foundation and development, mathematics for all students, to achieve everyone valuable mathematics, everyone can obtain the necessary mathematics, different people in mathematics get different development." It can be seen that teachers should pay attention to the differences between students, try to involve every student, leave a little thinking space for students at different levels, let them show themselves, so as to mobilize the enthusiasm of all students.

In the lesson of "Finding rules", the teacher arranged a "create rules" link, the teacher and students play the game of clapping hands and stomping feet, and then the teacher said: "Who will try to create a rule, teach the children." At this time, a little boy sitting in the first row ran to the podium, he touched his head three times, and stamped his foot three times. The teacher said, "Who can find a way to express the law expressed by Li Dong?" Students show the rules after operation, some students use learning tools, some students are drawn and so on. Here, the teacher's favorite way chosen by the students is expressed, which effectively mobilizes the enthusiasm of the students, creates opportunities for each student to express themselves, meets the needs of each student, and reflects the requirements of the new curriculum reform.

Create a good situation to stimulate students' interest

According to legend, Li Guang, a famous man in the Han Dynasty, found a tiger on a trip at dusk. He bent his bow and put an arrow in the middle of it. Then ordered the guard to bind the tiger, the guard looked around, but did not see the shot of the tiger, knowledge found that the arrow shot deep into a boulder. Li Guang was very surprised, he could not believe that he had such great power, so he aimed several arrows at the boulder. But with all his might, not a single arrow struck the stone. This story favorably illustrates the important role of the situation, which can make people produce extraordinary wisdom in a specific situation, obtain great power, can stimulate the spark of students' thinking, stimulate students' desire for knowledge.

"Full-time compulsory education Mathematics curriculum Standards (experimental draft)" emphasizes that students should experience and understand mathematical knowledge on the basis of reality and existing knowledge. "Based on this idea, more and more teachers are paying attention to situation creation. For primary school students, interest is their psychological tendency to actively participate in learning activities, and it is the internal motivation to promote their learning activities. Teachers should be good at grasping the interest of students in the learning process, and become the necessary motivation for teachers and students to carry out activities. Einstein said: "Interest is the best teacher of students." Lower grade students are particularly interested in beautiful and vivid fairy tales, lively and interesting games, and intuitive and vivid simulation performances, and are keen to play a role in them. This is in line with the naive, dreamy nature and psychological situation of children in this period. Middle and senior students are more willing to accept independent cooperation, exchange close to the actual situation of life. Therefore, for middle and senior students, teachers should use the charm of mathematics itself to attract them, make them feel interesting and challenging, arouse their curiosity and competitive psychology, and make them produce enthusiasm for further learning.

Factors affecting the effectiveness of teacher-student interaction in primary school mathematics classroom

(1) Teacher factors

The reason why some math teachers have not paid attention to teacher-student interaction is that they have not fully grasped the core of the new curriculum concept, have not truly returned the classroom to the students, and have not made the students the real master of the classroom. For this phenomenon, teachers should see themselves as the guides and AIDS in the classroom, rather than the masters. Learn more from experienced math teachers, listen to their experience, participate in some teaching discussions, watch teaching videos, open classes, etc., and realize the importance of teacher-student interaction in primary school math classroom from the details, and be able to apply this interactive way to future classes.

When listening to students' answers, some teachers only hope that the answers given by students are the same as their expectations, believing that only in this way can they well control the teaching progress and successfully complete the teaching task. In fact, such a practice is not desirable, because the teaching is not according to the script performance, students are fresh individuals with their own thinking, if students realize that only say the same answer as the teacher expected is correct, then it will lead to students lack of their own unique ideas, which is contrary to the "student-oriented" educational thought.

During the class, we should listen to math classes more, only to find that only a few teachers can implement the "New Curriculum Standards" and let students make decisions in class, while most of the other teachers are still self-centered, question-and-answer throughout the whole class. Teaching goal and teaching important and difficult points are the soul of a lesson. In general, primary school mathematics teachers will carefully read the contents of these two parts when designing teaching plans, but they may not have a thorough interpretation of the objectives and key and difficult points, or they may forget the objectives and key and difficult points in the subsequent teaching, and only

teach based on their own perception of the lesson, which lacks a certain scientific and normative nature, especially the teaching effect of teachers at the beginning of the service will be greatly reduced. Therefore, in the daily lesson preparation, we should carefully study the teaching reference books, often consult the teaching and research staff, so as to memorize the teaching objectives and key difficulties of each lesson, so as to judge the learning situation of students.

Some teachers, because they are afraid that the students will not understand, deliberately break up the problem and break it up, so that the students can understand it without using their brains. This actually reduces the thinking value of teaching content, which is harmful but not beneficial. Therefore, teachers should grasp the problem as a whole as possible in teaching, and create a real, complex, challenging and open problem.

For example, when teaching "Area and area Unit", there are two different ways to ask questions:

Method 1: In class, the teacher takes out some items prepared in advance. The following questions were asked: What is area? Would a student please come up and feel where are the surfaces of these objects on the podium? Where is the surface of the ball? Where is the surface of this box? How do you feel about the surfaces of these objects? ...

Method 2: Start class. The teacher said: Please take out the prepared items, touch these objects, and tell your feelings to the classmates in the same group. After the group exchange, the teacher asked: Would you like to share the results of your exchange with everyone?

It goes without saying that the problem of method one is too small, and method two has its own unique experience in the real and open problem situation. Such open questions may have unexpected effects on improving the quality of students' thinking.

The performance of teacher-student interaction in primary school mathematics class is directly related to the teaching concept of teachers.

As the leader of students, teachers master the rhythm of a class. Only when teachers realize the importance of teacher-student interaction can this method be developed and applied in class and gradually accepted and liked by students. There are many old teachers, due to the long teaching time, the previous teaching experience is deeply imprinted in their minds, it is difficult to be replaced by new concepts, in their classroom, is still a question-and-answer teaching method, did not achieve the purpose of inspiring students. However, some young teachers, due to the short teaching time, completely rely on teaching materials and lesson plans, do not seriously study and think about a lesson, do not make presets, but just read from the book. On the one hand, it is difficult to deal with temporary things, and on the other hand, there is no communication with students. In such a class, students are just listeners and machines receiving knowledge. The teaching effect can be imagined. Teachers do not care about students' ideas, they are preoccupied with answers, and there is no innovation. Blindly teaching, not only may let the students with poor learning foundation cannot keep up, but also may inhibit the thinking development of good students.

(2) Student factors

Now some students are not interested in class, do not listen carefully, often slip away, it is because there is no communication with the teacher, lack of communication. It is often the teacher who speaks eloquently on the podium, only taking care of those so-called "good students", and in the face of learning difficulties, most of the knowledge is open to one eye and closed to one eye. When they learn, teachers teach; They don't learn, and teachers don't care. Only those students who have better communication with teachers have strong interest in learning and excellent grades. Therefore, the interaction between teachers and students is an indispensable way in primary school mathematics teaching, which has a direct impact on students' academic performance and must be paid great attention to. It is important to address this phenomenon. This involves refraining from focusing solely on high-achieving students while neglecting those who are struggling. By implementing various strategies, such as differentiated instruction, individualized support, and fostering a supportive

learning environment, teachers can ensure that all students receive the attention and assistance they need to succeed. It is essential to create opportunities for active participation, encourage collaboration, and provide additional resources for students who require extra help. By doing so, teachers can effectively avoid the tendency to favor only the strong students and overlook those who may be in need of more support.

(3) Classroom teaching environment

In the classroom, if there is no good classroom environment, neither the teacher nor the students can achieve the desired effect. Only when the teaching environment allows, can teachers accurately convey the teaching objectives to students, and students can better accept and internalize them. New basic education reform has been introduced, "new curriculum standards" requirements: in primary school mathematics classroom teaching, to emphasize the interaction between teachers and students, teachers and students communication, to create an effective interaction between teachers and students, to build a teaching environment that can guide students to take the initiative to participate. The interaction between teachers and students is an indispensable part of primary school mathematics classroom, and the classroom teaching environment has a great impact on students' learning efficiency. The harmonious relationship between teachers and students is the key to the success of a math class. Efforts to create a good learning environment can not only help students better complete the classroom tasks, but also enable teachers to express the knowledge points of this lesson clearly. Teachers should re-examine the relationship between teachers and students. The previous authoritative explanation and monologue teaching could not produce effective teacher-student interaction. Good teacher-student relationship directly affects teachers' teaching and students' enthusiasm for learning, affects the overall atmosphere of the classroom, and affects the effect of classroom teaching. In modern education, when teaching primary school mathematics, teachers must pay attention to students' independent learning, teachers should be able to recognize from the essence, whether the relationship between teachers and students is harmonious or not, the impact on the classroom is not negligible. Teachers need to go to the middle of the students, low down and learn with the children, and strive to create an equal, democratic and harmonious teacher-student relationship.

In teaching, the correct treatment of students' shortcomings, to accept their advantages, will win the love of students. To this end, teachers should improve themselves, do not be arrogant, put down the teacher's false shelves, open-minded, equal treatment. The relationship between teachers and students should be equal and harmonious. We should be good at finding the priorities of each student, finding their strengths, and be able to make good use of them, and not divide students into three grades because of their grades. At the same time, teachers should also set an example by example, and always be a role model for students, which is conducive to the development of teacher-student interaction in the classroom.

Teachers can improve the communication relationship with many students, which requires teachers to pay attention to the subjective identity of students and understand the main motives of students in communication. Classroom teaching is not only a dynamic process of teacher-student communication, but also a practical activity for teachers and students to learn and develop together. Under the background of the new curriculum reform, classroom teaching should be a creative activity process in which teachers and students participate together, communicate with each other, and it is a life practice activity full of life breath and vitality. At present, the loss of students' right to speak in the interaction between teachers and students in primary school mathematics classroom reveals that we must pay attention to students' subjective identity and strive to create an atmosphere conducive to teachers and students' psychological communication. The teacher-student interaction in classroom teaching is not simply understood as the back-and-forth between teachers and students, but has deep connotations. Many teachers mistakenly believe that the more variety in the classroom, the more

lively the atmosphere, the better the effect of teacher-student interaction. In order to overcome this situation, it is crucial for most teachers to accurately address the problem. This involves implementing various strategies such as increasing the frequency of classroom questions, incorporating more multimedia elements into lessons, and encouraging more group discussions. Although these formal teaching methods may appear active on the surface, they often fail to provide students with substantial knowledge and understanding. It can be likened to gaining something insignificant while losing something much more valuable. Hence, in order to completely eliminate this issue, it becomes essential for teachers to take the necessary steps. Only when teachers truly understand its meaning, can they flexibly use their teaching wisdom in class, establish a good interaction between teachers and students, and make the interaction between teachers and students develop in a benign direction.

In addition, it should also be noted that many teachers have actually understood the real connotation of teacher-student interaction, but due to their limited ability, it will also evolve into formal teaching. Therefore, teachers should improve their professional skills, which are specifically reflected in body language and oral expression ability. Body language includes facial expression, eyes, body posture and other aspects, which is the part of middle school students' attention in classroom teaching. An appropriate facial expression of a teacher can convey positive information, create a good atmosphere, and give students a sense of intimacy. A positive look, can give students to greatly encourage, mobilize the enthusiasm of students; A proper body posture can enhance the image and appeal of teaching. This, coupled with good presentation skills, lays the foundation for better teacher-student interaction. Markarenko, an outstanding educator in the Soviet Union, said: "If a teacher is not proficient in his own business, if he cannot give students real knowledge, then no matter how kind and gentle you are to students, you will get nothing but contempt and contempt from them."

In order to fully embody "modernization", teachers blindly use multimedia and computers in classroom teaching, thus ignoring students' hands-on ability and leaving no room for aftertaste and imagination. As a result, our teaching overlooks the genuine experiences of students, distancing them from the simplicity, authenticity, and significance that should be inherent in education.

In fact, in various teaching methods, the blackboard, chalk and computer are equivalent. Moreover, the means serve the ends, and no modern media can replace them. Multimedia is a double-edged sword, because the physical and mental development of primary school students is not mature enough, if used improperly, it will bring the illusory sense of media to children, pulling them farther away from real life. Therefore, when organizing teaching, teachers should properly use modern technology, coordinate and use with traditional teaching methods, and let the classroom return to "nature".

4. Conclusion

The teaching practice of teacher-student interaction is not only a hot topic in the new curriculum theory circle, but also an important content in the new round of curriculum reform, and an indispensable way for students to learn mathematics. This topic summarizes the problems existing in teacher-student interaction in primary school mathematics classroom teaching under the new curriculum from four major aspects through the method of induction and summary, and then analyzes and studies the sub-contents one by one in combination with some relevant cases, and finally puts forward corresponding solutions to the existing problems. The author hopes that through this study, our teachers can accurately grasp the connotation of teacher-student interaction, timely understand their own implementation of teacher-student interaction in teaching and correct some improper, fully mobilize the enthusiasm of students, so as to carry out reasonable teacher-student interaction in the practice of primary school mathematics teaching. The teaching practice of teacher-student interaction is not only a hot topic in the new curriculum theory circle, but also an important content in the new round of curriculum reform, and an indispensable way for students to learn mathematics. This topic

summarizes the problems existing in teacher-student interaction in primary school mathematics classroom teaching under the new curriculum from four major aspects through the method of induction and summary, and then analyzes and studies the sub-contents one by one in combination with some relevant cases, and finally puts forward corresponding solutions to the existing problems. The author hopes that through this study, our teachers can accurately grasp the connotation of teacher-student interaction, timely understand their own implementation of teacher-student interaction in teaching and correct some improper, fully mobilize the enthusiasm of students, so as to carry out reasonable teacher-student interaction in the practice of primary school mathematics teaching.

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