

Research on the Problems and Strategies of the Development of Chinese Curriculum in Primary Schools: A Case Study of R Primary School in L City

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Abstract

Chinese textbooks, as teaching tools carefully compiled in accordance with the Chinese curriculum standards, systematically present the core knowledge and skills of Chinese subjects, are the key medium to achieve the teaching goals, and play an irreplaceable guiding role in classroom learning. In this set of teaching books, we can not only find the obvious educational resources such as solid basic knowledge of Chinese and practical skills, but also discover the hidden treasures hidden behind the explicit resources. These implicit resources pose a challenge to the resource development ability of educators due to their unique concealment, richness of content, persistence of effect and non-cognitive characteristics. On the basis of comprehensively combing the connotation, characteristics, development significance and principles of tacit resources, this study conducted a detailed content analysis of multiple systems such as text selection, reading aids, exercises, assignments and images in the textbooks, so as to clarify the main distribution and connotation of tacit resources. Then, through interviews and classroom observations, this paper deeply analyzes the development status of implicit resources in primary school Chinese classroom teaching from multiple dimensions such as teachers' cognition of implicit resources, the cultivation of students' emotional attitudes, the practice of resource development in the classroom, the challenges encountered and the suggestions put forward. This research not only helps us to better understand the implicit resources in Chinese textbooks, but also provides strong guidance and support for teachers to develop and use these resources rationally in actual teaching.

Keywords: Chinese Textbooks For Primary Schools; Implicit Resources; Development Status; Strategy

1. Introduction

Curriculum resources, as the bearer of knowledge, information and experience, are also an important bridge for curriculum design, implementation and evaluation. In the construction and promotion of Chinese courses, it is particularly important to deeply develop and rationally utilize the richness of curriculum resources. With the changes of the times and the continuous deepening of curriculum reform, the classification of Chinese curriculum resources has gradually shown diversified characteristics. Through a systematic review of the research literature on the development of implicit resources, it is not difficult to find that the development of implicit resources is increasingly becoming the focus of research, which is highly consistent with the internal requirements of the current curriculum standards.

In recent years, China's academic circles have gradually deepened their attention to the implicit resources in Chinese textbooks and their development. However, current research mainly focuses on the theoretical level, such as the definition, characteristics, and classification of implicit resources, or in the context of specific disciplines. Relatively speaking, the in-depth research on the hidden resources in Chinese textbooks is still insufficient. In view of this, this research plan systematically reviews the research status of implicit resources in primary school Chinese textbooks, deeply analyzes their connotation and the theoretical framework related to development, and clarifies the implicit resources contained in them through a detailed analysis of the specific contents, in order to provide a useful reference for promoting research and practice in related fields.

Chinese textbooks are the carrier of Chinese courses, containing rich educational resources, and the development of implicit resources in textbooks is of great significance to the growth of students, but in the actual teaching process, its results are not satisfactory, and there are problems such as teachers' development of textbooks is too arbitrary, the purpose of development is not clear, and the effect of implicit resources is not obvious. In the case of analyzing the rich content of implicit resources in the textbook compiled by the Department of Statistics, the problems in the development process and the causes of these problems are found out according to the current situation of implicit resource development in the textbook, and then the optimization strategy is proposed for the implicit resource development problem.

2. Literature review

2.1. Research on implicit resources

The research on implicit resources mainly includes three aspects: the connotation of implicit resources, the characteristics of implicit resources, and the types of implicit resources. From the perspective of the connotation of implicit resources, Cong (2018) believes that implicit curriculum resources mainly exist in textbooks, teaching activities, class construction and off-campus practical activities in comprehensive practical activity classes. Its development and utilization have the important value of enriching and improving the theoretical system of comprehensive practical activity curriculum resources, realizing the curriculum objectives of comprehensive practical activity courses, and promoting the all-round development of students in

practical activities. Xu (2019) analyzed the characteristics of the curriculum of comprehensive practical activities in primary schools and the development value of curriculum resources, and discussed the specific implementation strategies of curriculum resources development of comprehensive practical activities in primary schools from four levels: integrating subject curriculum resources, using information technology means, vigorously developing implicit resources, and mining regional characteristic cultural resources. Wang (2022) believes that Chinese textbooks not only contain abundant explicit teaching resources such as basic knowledge and basic skills of Chinese subjects, but also contain a large number of implicit resources attached to explicit resources. Due to the concealment of the way of presentation, the richness of the content, the persistence of the effect and the non-cognitive nature of the role, the implicit resources need to be rationally developed and utilized by teachers in order to have a positive educational effect, therefore, it is important to pay attention to the development and research of implicit resources in Chinese textbooks. Here, we can be clear that implicit resources are a form of resources in contrast to explicit resources, which have intangible characteristics and can imperceptibly have a profound impact on people. This kind of resource covers both implicit and curriculum resources. However, due to the diversity of people's cognition of tacit resources, the definition of their connotations is not unified, which leads to cognitive biases and limitations in the understanding and use of tacit resources by development subjects in the actual teaching process.

From the perspective of the research on the characteristics of implicit resources, according to the analysis of the concept of implicit resources by scholars, implicit resources have the characteristics of unexpectedness, concealment and abundance. Zhong (2022) believes that the main content of implicit labor education curriculum resources includes four aspects: material, psychological, institutional, and practical. In terms of curriculum structure, it complements the explicit curriculum to build a comprehensive labor education curriculum system; In terms of curriculum objectives, it satisfies the emotional needs of students and highlights the educational essence of modern school education. In terms of course content, it enriches students' labor experience and provides materials for awakening immersive experience. According to Erikson's theory of personality development stages, the implementation of labor education in primary and secondary schools has its group particularity: the courage to express oneself in primary school is easily influenced by the behavior of others; The emotional needs of secondary school are significant, and the desire for achievement experiences is significant. In the context of the new curriculum reform, Chinese teachers should change the perspective of development, enhance the awareness of the development of implicit Chinese curriculum resources, explore the development strategies of implicit Chinese curriculum resources from the perspectives of material resources, spiritual resources, and school resources, expand the learning resources of Chinese courses, and develop and utilize implicit Chinese curriculum resources through multiple channels, so as to comprehensively improve the quality of Chinese education. Ananda (2022) believe that discontinuous text is a kind of intermittent text that appears in the form of charts, drawings, etc. Discontinuous texts are an integral part of the practical reading and communication task group, but they are not reflected much in the current unified textbooks, so it is necessary to develop the implicit resources of non-continuous texts when implementing the practical reading and

communication task group. In practice, the implicit resources of non-continuous texts can be further developed by excavating teaching materials, integrating disciplines, and extracurricular development, and using the methods of picture and text comparison, comparative reading, and situational structure to implement teaching, so as to improve students' reading ability of non-continuous texts, and promote the implementation of practical reading and communication task groups.

From the perspective of the type study of implicit resources, the types of sexual resources are diverse and exist in all aspects of life. Zhang (2023) proposed that with the new round of national basic education curriculum reform, the topic of "development and utilization of curriculum resources" has been paid more and more attention by educators. There are many subjects involved in the development and utilization of curriculum resources, and they occupy different positions and roles in the process of developing and utilizing curriculum resources. Yang (2023) combined with the principles and theoretical basis of school-based curriculum construction, proposed that schools should strengthen the guiding role of the new curriculum standards in the construction of school-based curriculum, closely combine the requirements of the "double reduction" policy with the development of curriculum resources, scientifically set school-based curriculum objectives, enrich the form of curriculum resource development, flexibly handle teaching content, and make reasonable use of after-school service time to improve the school-based curriculum evaluation system. Through the construction of Chinese school-based curriculum, improve the quality of classroom teaching and promote the development of students' core literacy.

2.2. Research on the necessity of the development of implicit resources

Li (2019) believes that in the 80s of the 20th century, China proposed that middle school students should achieve the comprehensive development of morality, intelligence, physical fitness, art and labor, and the construction of morality in the five educations ranks first, which also shows the important position and value of moral education in the construction and development of primary and secondary school students. In the current primary and secondary education and teaching, the way of moral education construction mainly comes from two aspects: first, the guidance of school teachers and the cultivation of students' quality; The second is the demonstration of family education and the improvement of students' quality. This article will focus on the elements of the first aspect of the composition of moral education. Wang (2019) proposed that the campus invisible curriculum is the understanding of values, the cognition of social norms, and the pursuit of life attitude that students learn outside the curriculum. It is not like the knowledge to be learned in the curriculum, which can be taught to students in a systematic and regular manner in accordance with the order in the textbook, combined with the teaching methods summarized by the teacher in the teaching process, so that students can understand and master. Through the activities in the course of classroom teaching or extracurricular activities organized by school teachers, the invisible curriculum allows students to imperceptibly learn the knowledge that unexpected or unplanned performance has a positive impact on the physical and mental health development of students, and promotes students to establish correct values and establish a sound personality. Xu (2022) believes that curriculum resources are the carrier of knowledge, information and experience, as well as the medium of

curriculum design, implementation and evaluation. Chinese courses are inseparable from the development and rational use of rich curriculum resources. With the development of the times and the advancement of curriculum reform, the classification of Chinese curriculum resources has shown a trend of diversification. The development and utilization of curriculum resources is an effective guarantee for the design of Chinese courses and the implementation of high-quality education and teaching activities, which should follow the principles of orientation, openness, applicability and sharing, select high-quality curriculum resources according to curriculum standards and teaching objectives, fully interpret teaching materials, mobilize multiple subjects, continuously enrich the types of resources and construct a curriculum resource system, pay attention to the educational function of curriculum resources, create learning situations, optimize teaching activities, reasonably evaluate the value of curriculum resources, and continuously improve the development path and utilization methods of curriculum resources. It lays a solid foundation for realizing a virtuous circle of curriculum resource development and utilization, improving teachers' professional ability, and promoting students' all-round development. Therefore, the development of positive implicit resources is necessary and of great significance to the entire education system, students, and teachers.

2.3. A review of existing literature research

Through the systematic collection and careful combing of the existing literature, the research on the development of implicit resources within the theoretical framework mainly focuses on the discussion of their connotation, characteristics, functions and classification. However, there is no unified understanding of the clear definition of the connotation of tacit resources, and different scholars hold different views and have not yet reached a general consensus. The in-depth exploration in theory and the development and utilization in specific practice have jointly promoted the significant development of implicit resources, especially at the practical level, which provides a valuable experience reference for the development and optimization of implicit resources in textbooks.

3. Research methods

(1) Literature research method

Literature research method is a method for researchers to collect a large number of relevant literature materials and sort out and analyze them according to the research purpose, so as to understand the development history and research status of the topic. Through consulting Internet materials and reading related monographs and articles, the relevant research on tacit resources and their development at home and abroad is collated, which provides a theoretical basis for this paper.

(2) Content analysis

This study takes the first and second volumes of the Chinese textbook compiled by the sixth grade of primary school as the analysis object, clarifies the implicit resources and rich content, and uses the content of the textbooks to illustrate the focus of the implicit resources contained in each system.

(3) Interview method

The interview method is a research method that uses face-to-face conversations between the interviewer and the interviewee to understand the psychology and behavior of the interviewee. Based on the purpose of this study, an interview outline was designed, and semi-structured interviews were conducted with 10 primary 6th grade Chinese teachers to gain an in-depth understanding of the development status of implicit resources in textbooks, analyze the existing problems and causes of them, and then put forward optimization strategies.

(4) Classroom observation

In order to find out the problems and reasons for the development of implicit resources in primary school Chinese textbooks, and to lay a foundation for the optimization strategy of curriculum development in the later stage.

(5) Questionnaire method

In order to ensure the reliability and validity of the questionnaire, the questionnaire survey was based on the research papers of relevant scholars, and on this basis, the questionnaire was distributed to conduct the survey, and the credibility and validity of the questionnaire were tested by using the SPSS professional conversion, so as to understand the development of implicit curriculum resources in primary school Chinese.

4. Sorting out the connotation of implicit curriculum resources

4.1. The connotation of implicit resources

As a classification of educational resources, the "hidden" characteristics of implicit resources are mainly reflected in the function, which is in contrast to the explicit resources. This "recessiveness" means that its potential function behind the vector has not yet been fully explored and is waiting to be activated. Implicit resources can be defined as educational resources that exist in a latent form, are difficult to predict directly, and appear together with formal teaching content, which can have a profound impact on students' cognitive and non-cognitive levels, and then expand the teaching function. In the subject of language, textbooks not only cover explicit educational resources such as basic knowledge and skills of language, but also contain abundant implicit resources, which are attached to explicit resources. Therefore, in this study, the implicit resources in the textbooks refer to the educational resources that teachers use primary school Chinese textbooks to educate students at the implicit level such as traditional culture education, moral education, and aesthetic education through texts and images.

4.2. The significance of implicit resource development

As an auxiliary educational resource in Chinese teaching, the value of implicit resources in the education system cannot be ignored. We should dig deep and make full use of the implicit resources in the textbooks, which is not only of positive significance for the improvement of the entire educational resource system, but also has a significant impact on the comprehensive acquisition of students' knowledge and the enrichment of teachers' teaching methods.

4.2.1. It is conducive to the enrichment and optimization of explicit resources

Traditional teaching methods tend to be "cramming" of theoretical knowledge, that is, unilaterally imparting the content of textbooks and supplementary materials, which is more rigid and inflexible. Although books provide students with a great deal of knowledge, their effect on shaping students' moral character, logical thinking and behavioral habits is still insufficient. Implicit resources cover a wide range, including not only material resources such as school environment and classroom layout, but also institutional resources such as social system, school discipline and school rules, as well as spiritual and cultural resources such as school spirit and school motto and personal ideology. In addition, in the process of interpersonal communication, many generative resources are generated. In view of the abundance and importance of implicit resources, with the in-depth development of the new curriculum reform concept, the development of implicit resources has gradually been placed in an important position. This initiative not only helps to enrich and optimize the content of explicit resources, but also further improves the entire educational resource system, so that students can subtly transcend the limitations of textbook knowledge and achieve all-round development of ability.

4.2.2. It helps students to cultivate their interests and potential

The ideological embodiment of implicit resources in Chinese teaching plays a pivotal role in shaping students' noble moral character, healthy personality and cultivating good behavior habits. Through the development of implicit resources, the teaching content can go beyond the traditional knowledge framework, expand students' learning horizons, and further deepen the accumulation of real-life experience. The influence of this resource not only promotes the improvement of students' knowledge and culture, but also greatly enriches their emotional experience and enhances their perceptual cognition. In this process, students can feel the rich diversity of life more deeply, and through the teacher's personality charm and the communication and interaction between teachers and students, guide them to establish correct values and cultivate good humanistic qualities. This process not only cultivates students' sentiments, but also effectively improves their comprehensive literacy.

4.2.3. It is conducive to improving teachers' professional development ability

Teachers are the direct subject of the development of implicit resources, and the new curriculum reform requires teachers to continuously improve their professional level, update their teaching concepts, and change the traditional single teaching method.

For the student group, if teachers can skillfully integrate diversified resources such as emotional problems and life perceptions into classroom teaching while teaching the content of teaching materials, it will help to invisibly influence and shape students' logical thinking and moral emotions and other deep-seated literacy. Through the appropriate guidance of teachers, students can change from passive learning to active learning attitude, and closely relate the knowledge they have learned to their daily life, so as to gradually form personal emotional attitudes and values. Therefore, on the basis of mastering basic teaching skills, teachers need to continuously improve their ability and awareness of developing tacit resources, and continue to enrich their professional knowledge system.

4.3. The principle of implicit resource development

Due to the concealed nature of the presentation of tacit resources and the non-cognitive nature of their role, the development process of tacit resources should be rigorous and orderly. When promoting the development of hidden resources, we must be guided by modern educational concepts, measure their normativity with scientific standards, and ensure that every step meets the professional requirements in the field of education. In addition, we should fully respect the physical and mental development characteristics of students, and follow the inherent laws of resource development itself, so as to promote the all-round development of students, teachers and schools. Therefore, the development of implicit resources should follow the following principles:

4.3.1. Purposefulness

In view of the inherent hidden nature of tacit resources, we should be goal-oriented and strive to discover the implicit resources in teaching materials and transform them into explicit forms to have a positive impact on students. In this process, the selection and use of implicit resources should be closely combined with the actual needs of students' physical and mental development. When designing and developing implicit resources, students' cognitive level and receptivity should be fully considered, and students' personality differences should be respected to ensure the individualization and differentiation of teaching methods. For example, in view of the characteristics of primary school students' immature psychology, relatively weak logical thinking ability and strong curiosity, we can use intuitive display and entertaining methods when developing implicit resources, so that students can be positively affected invisibly. In addition, we need to comprehensively consider the actual situation of the school, fully explore and make use of the unique spiritual culture and historical accumulation of the local area, so as to realize the education strategy adapted to local conditions.

4.3.2. Scientific

In the process of developing hidden resources, scientific principles occupy a pivotal position. The so-called scientificity means that when developing implicit resources, we must strictly follow the curriculum standards, take the educational objectives as the cornerstone, and ensure that the educational purpose pursued by the curriculum can be clearly realized and meet the requirements of the national top-level design. At the same time, in order to ensure the systematization and integrity of education, it is necessary to maintain a dynamic balance between implicit resources and other implicit resources in teaching materials. We should carefully identify and carefully select useful implicit resources based on scientific standards to ensure the rationality of the development process, so as to lay a solid foundation for the all-round development of students' aesthetic tastes, moral qualities, learning habits, and emotions, attitudes and values.

4.3.3. Systematic

Implicit resources are a complex and multi-dimensional system that covers material, institutional, cultural, and spiritual levels. These levels are intertwined and mutually influencing each other, and together they form an organic unity with comprehensive benefits. Therefore, in the development of implicit resources, we must abide by the principle of systematization, and use scientific and reasonable methods to organize and carefully design the elements of educational

resources at all levels. In this process, it is important to ensure that the various elements are closely linked in the system, so as to give full play to the core function of the primary Chinese curriculum in educating people. We are committed to stimulating students' subjective initiative, cultivating their creativity and imagination, and developing and perfecting students' personalities, so as to comprehensively improve students' comprehensive literacy.

4.3.4. Subjectivity

The development of implicit resources covers multiple subjects such as teachers, school administrators, students and parents. In the process of development, the implicit resources generated by these subjects are also different due to their different understanding of implicit resources, development ability and mastery of students' psychological states. In particular, teachers, as the main force of development, should give full play to their personal characteristics and ensure that the tacit resources developed have distinctive and personalized characteristics. At the same time, for some teachers with relatively weak development ability, training should be organized in time to update their teaching concepts, strengthen their development awareness, and improve their development ability. In addition, as students are the main body of learning, teachers should take moral cultivation as the core task in their cultivation process, pay attention to shaping students' healthy psychology and sound emotions, and actively guide and improve students' minds. In the process of developing implicit Chinese resources, teachers should actively encourage and guide students to participate, fully mobilize their initiative and enthusiasm, so as to stimulate students' interest in learning, so as to build a more efficient Chinese classroom.

5. The current situation of the development of implicit resources in primary school Chinese textbooks

5.1. Establishment of research concepts

This study focuses on the development of implicit resources in textbooks, and aims to deeply analyze the implicit resources contained in five aspects: text selection system, reading aid system, practice system, assignment system and image system in the first and second volumes of the sixth grade textbook. Through detailed investigation, we find that the structural design and resource content of these systems present extensive and rich characteristics, and are highly in line with students' learning rules, reflecting a spiraling teaching logic. In order to gain an in-depth understanding of the actual situation of Chinese teachers on the development of implicit resources in textbooks, this study interviewed the sixth-grade Chinese teachers and some students of L school in Q City, and observed the actual implementation of Chinese classroom teaching. Through these field investigations, we deeply explored the problems and causes of teachers in the process of implicit resource development, and then put forward targeted optimization strategies based on these findings, in order to better play the teaching value of implicit resources in teaching materials.

5.2. Research objects

In this study, 10 Chinese teachers from L primary school in Q city were selected for interviews to understand the development of curriculum resources. In this study, several of the respondents were selected to observe the actual classroom observations, and the observation objects and their related observation records were recorded.

5.3. Research plan design

5.3.1. Interview design

According to the reading of relevant literature, the questionnaire was produced, distributed and data collated, and the primary school Chinese teachers were selected as the overall research focus and students were selected as the auxiliary research focus according to the topic of the paper, and the interview outline was designed according to the specific research direction and related content. A total of 11 questions (see Appendix A) were designed to talk to the front-line primary school Chinese teachers, and the interview content focused on the teachers' understanding of the implicit resources in the primary school Chinese textbooks, the teachers' emotional attitudes towards students and other implicit aspects of education, the development and implementation of the implicit resources in the textbooks in classroom teaching, the difficulties encountered in the development process, and the development suggestions; A total of 4 questions were designed in the student interview questionnaire (see Appendix B). A total of 4 questions were designed for the teacher questionnaire (see Appendix C), and a total of 100 questionnaires were distributed in this survey, of which 88 questionnaires were collected and 76 were valid. Figure 1 shows the proportion of interview dimensions.

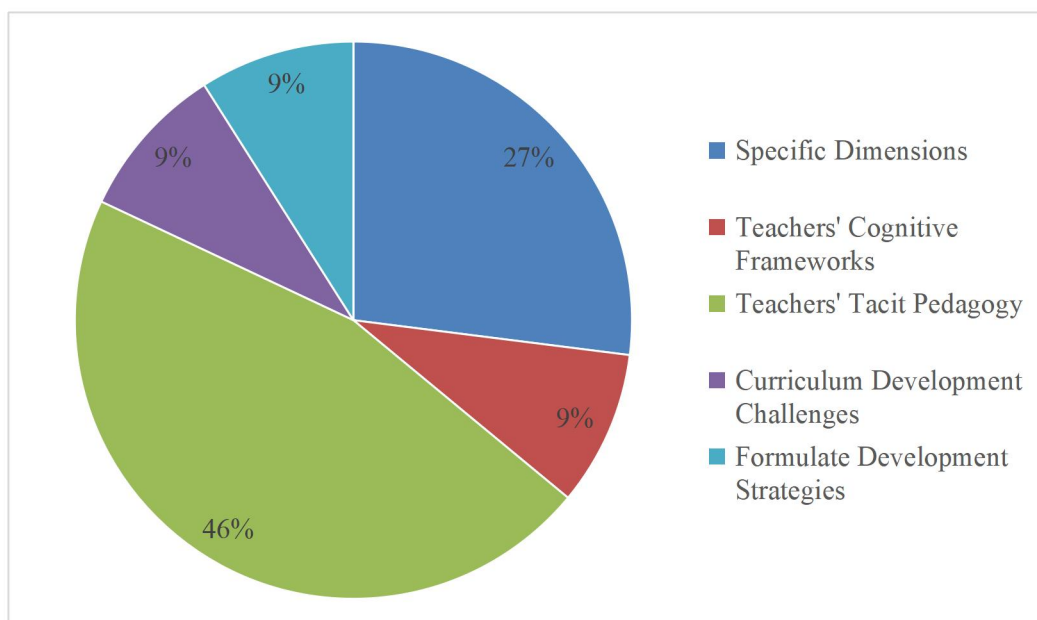


Figure 1. Proportion of Interview Dimensions

5.3.2. Classroom observation design

In order to have a more in-depth and intuitive understanding of the development status and existing problems of primary school Chinese teachers on the implicit resources in textbooks. In this study, in order to ensure the authenticity of the questionnaire survey, the questionnaire part of the master's thesis written by Wang Dongyang, a master's student of Qufu Normal University, was cited as a research tool. In order to ensure the reliability and consistency of the data, 20 samples were randomly selected from the questionnaire and rigorously tested for reliability, and the original reliability Cronbach α coefficient was 0.8. At the same time, on the basis of the interviews, the actual observation of the classroom teaching of several interviewed teachers was carried out, including the development and implementation of the implicit resources in the teaching materials and the students' understanding and acceptance of the implicit resources in the classroom teaching.

5.4. Data reliability, validity and exploratory factor analysis were studied

5.4.1. Reliability analysis

The reliability of the five variables of the questionnaire (implementation, understanding, teaching methods, curriculum understanding and implementation, and development level) was analyzed. From Table 1, it can be seen that the Cronbach α coefficient of each variable is higher than 0.8, indicating that the scale reliability of this study is good, and the data in this study are authentic and reliable.

Table 1. Reliability analysis

Name	Total Adjusted	Correlation Terms (CITC)	of The α factor for which the item has been removed	Cronbach α coefficients
Implementation	0.934		0.952	0.965
Degree of understanding	0.821		0.968	
Teaching methods	0.924		0.952	
Curriculum comprehension and implementation	0.929		0.951	
Degree of development	0.929		0.955	

Note: Normalized Cronbach α coefficient = 0.967

5.4.2. Validity analysis

The validity of the questionnaire results was analyzed to test the correctness and validity of the measurement results. Through validity analysis, whether the design of the items is reasonable and whether it can accurately reflect the purpose and requirements of the project is measured, and the

method of factor analysis (exploratory factor analysis) is tested. The KMO value and Bartlett sphere test are used to see if the selected indicator is capable of factor analysis.

Table 2. KMO and Bartlett sphere test of the scale

KMO value	0.83
Approximate chi-square	122.113
Bartlett Sphericity test	
df	10
p-value	0

As can be seen from Table 2, the KMO value of the scale is 0830, a KMO value higher than 0.8 indicates that it is very suitable for information extraction. Validity analysis requires a Bartlett test (corresponding to a p-value of less than 0.05), indicating that the scale is suitable for factor analysis.

Table 3. Results of validity analysis of each dimension

Name	Factor load factor	Commonality (common factor variance)
Implementation	0.957	0.916
Degree of understanding	0.881	0.777
Teaching methods	0.95	0.903
Curriculum comprehension and implementation	0.957	0.916
Degree of development	0.957	0.915
Eigenroot value (before rotation)	4.426	-
Variance Interpretation % (Before Rotation)	88.53%	-
Cumulative Variance Explanation % (Before Rotation)	88.53%	-
Eigenroot value (after rotation)	4.426	-
Variance Interpretation % (after rotation)	88.53%	-
Cumulative Variance Explanation % (After Rotation)	88.53%	-
KMO value	0.83	-
Bart spherical values	122.113	-
df	10	-
p value	0	-

As can be seen from Table 3, the KMO value is 0.83; Generally speaking, if this value is higher than 0.8, it means that the research data is very suitable for extracting information (the validity is good from the side), and if this value is between 0.7~0.8, it means that the research data is suitable for extracting information (the validity of the side reflection is good); If this value is between 0.6~0.7, it means that the research data is more suitable for extracting information (the validity of the side reaction is average), and if this value is less than 0.6, it means that the data is not suitable for extracting information (the validity of the side reaction is average). From the above table, it can be seen that the corresponding commonality values of all research items are higher than 0.4, indicating that the research item information can be effectively extracted. In addition, if the KMO value is 0.830, which is greater than 0.6, the data can be effectively extracted. In addition, the variance explanation rate of one factor was 88.526%, and the cumulative variance explanation rate after rotation was 88.526% >50%, respectively. It means that the amount of information in the research item can be effectively extracted.

5.5. Analysis of the process and results of the implementation of the research

5.5.1. Teachers' understanding of the implicit resources in primary school Chinese textbooks

(1) Teachers' awareness of implicit resources

As the most direct participants in teaching activities and the main developers of implicit resources, teachers' understanding of implicit resources can directly reflect the current situation of implicit resources in primary school Chinese subjects. According to the interviews, several teachers were aware of tacit resources. As shown in Figure 2, 65% of teachers know what is included in the implicit resources, 20% of the teachers are generally aware of them, and the other 15% are not very aware of the implicit resources. According to this analysis, although the teacher group has some cognition of tacit resources, their understanding is not comprehensive and in-depth. In terms of the implicit resources of the textbooks, teachers mainly focused on the elements such as the illustrations and emotions contained in the text, while neglecting other potential resources. What's more, some teachers are not aware of the resources implicit in the textbook and focus only on the teaching of explicit lesson content.

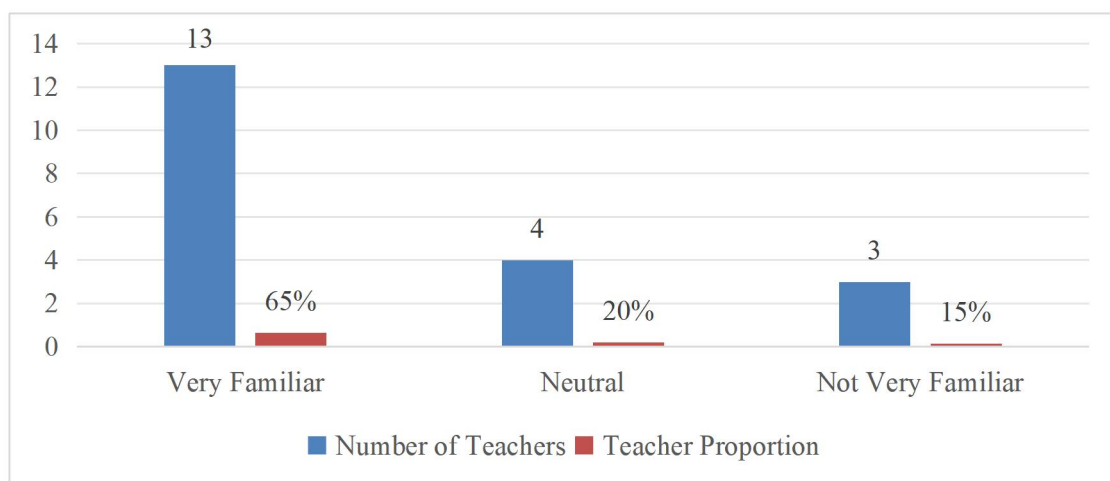


Figure 2. Teachers' Awareness Levels of Tacit Educational Resources

(2) Teachers' understanding of the implicit resources in the development of primary school Chinese textbooks

After in-depth research and analysis, it is found that teachers generally agree that the development of implicit resources in textbooks is necessary, and believe that it is of positive significance to improve students' learning ability. However, in view of the age characteristics of primary school students and the limitations of their cognitive abilities, some teachers are cautious about the development of implicit resources and do not dare to try it lightly.

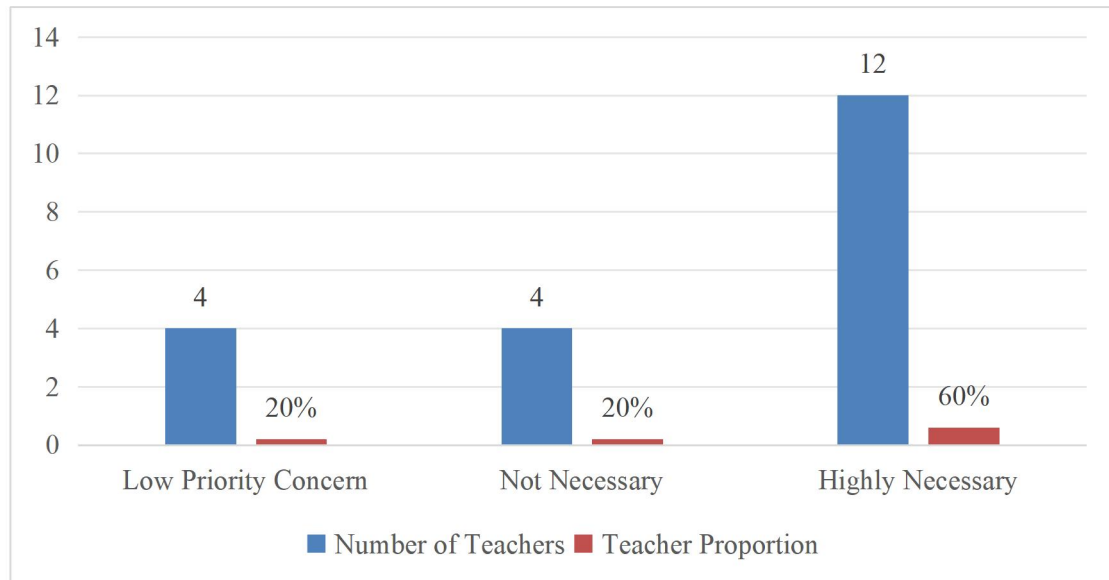


Figure 3. Teachers' Perceptions of Integrating Tacit Resources into Primary School Chinese Textbooks

20% of the teachers think that the daily teaching tasks and related teaching and research training tasks are heavier, so they do not pay much attention to the development of implicit resources in primary school Chinese textbooks, 20% of the teachers said that they have not received too formal relevant training, and the school generally only trains us in subject knowledge and teaching management, and rarely mentions the problem of developing implicit resources, and can only develop according to their actual ability, so it is not necessary; The highest 60% of teachers believe that it is very necessary to dig out those hidden things to help students better understand the content of the text, and can also deeply experience some of the impact of the text, so as to cultivate some of the students' perception ability, learning ability and language literacy. In addition, some teachers expressed a willingness to develop implicit resources, but due to the lack of corresponding guidance and support, they were confused in practice and could only focus on the superficial knowledge transfer of the textbook in the traditional way.

(3) Teachers' understanding and implementation of the curriculum objectives

It is important for teachers and students to understand the curriculum objectives, which are needed to guide the direction of teaching and learning, and in turn, to guide students to grasp the direction of learning. Teachers' grasp of curriculum objectives in classroom teaching is conducive to the rational development of curriculum resources, as shown in Figure 4.

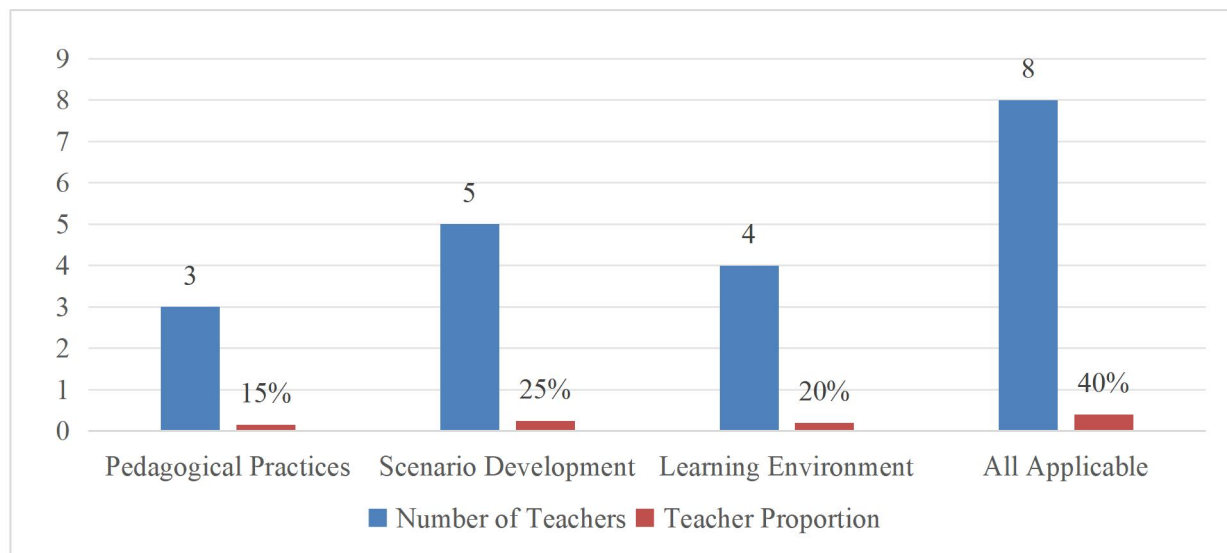


Figure 4. Teachers' Comprehension and Implementation Levels of Curriculum Goals

15% of the teachers believe that it is more advantageous to choose to creatively carry out some textbook drama activities and forms to exercise students' awareness of using language and learn Chinese on various occasions. In addition, 25% of the teachers believe that the unit objectives of the textbook are relatively clear, and guide students to use a variety of ways to read the text aloud, role-play, and create situations in classroom teaching, and use a variety of ways to guide students to master the basic knowledge and experience the main emotions of the text. 25% of teachers believe that respecting students' personality and creating a more democratic and harmonious classroom atmosphere make students feel emotionally safe; All three of the above account for 40%.

In general, teachers generally recognize the importance of curriculum objectives as a benchmark for understanding and applying language curriculum standards. They generally believe that the curriculum standards are not only the reference standards for the preparation of teaching materials, but also fully consider the physical and mental development of students when setting the curriculum objectives, which have distinctive characteristics of the times and provide a clear guiding direction for teachers' teaching work.

5.5.2. Teachers' education of hidden aspects such as students' emotional attitudes

The three-dimensional goal advocated by the new curriculum aims to cultivate useful talents in society with the ability to develop in a coordinated manner. While focusing on the fundamentals and skills, we emphasize the importance of implicit resources such as emotions, attitudes, and values. Through the interviews, we learned that teachers pay great attention to the content of relevant implicit resources in the textbooks. One teacher pointed out that "knowledge and skills are only the basis of three-dimensional goals, while emotional attitudes and values belong to the core of a higher level." "In Chinese teaching, such as traditional culture, ideological and moral education, aesthetic education, etc., have gradually changed from a marginal position to a key part of teaching design.

Talking about how to use textbooks to strengthen the implicit educational influence of students, some teachers suggested: "We should combine the actual situation of students, pay attention to stimulating their interest and guidance, and explore the implicit resources in textbooks with a rational attitude." "This shows the importance that teachers attach to the implicit aspects of their students' education. Through the study of materials and the development of implicit resources, students' interest can be strengthened and their values can be cultivated. Many teachers have integrated this educational philosophy into their teaching practice, as exemplified by Unit 6 of Volume I, "There Is Only One Earth":

Teacher: Please watch a video that shows our common home, the earth. How did you feel after watching it?

Students: Our earth is beautiful and lovely.

Teacher: Next, I will show you a series of PPT pictures, and ask you to think about why astronauts call our earth cute and fragile. Please find the relevant sentences in the text and experience the emotions and thoughts behind them.

Students: Students began to look for the key sentences in the texts and deeply understand the thoughts and feelings in them.

Teacher: Please cooperate with each other at the table and ask each other questions and answer them. Which sentence in the text are you interested in? What kind of thoughts and feelings can you experience from it?

Students: The students are actively involved and collaborating with each other to accomplish this task.

Teacher: Based on your understanding of the text, let's watch the video "The Crying Earth" again. So, what can you get away from this video?

Students: Originally, the earth was so beautiful, but now it has been severely damaged by human beings.

Teacher: Then, please express what you want to say most about the earth, to mankind, or to yourself.

Students: The students expressed their views and thoughts.

Teacher: Here, I would like to make a suggestion, please stand up, and we will take an oath together: "There is only one earth, and we must love it!" "

After an in-depth analysis of the learning situation, we confirmed that the sixth grade students were able to observe the close connection between the environment and life based on their own personal experience, and formed a certain degree of concern and awareness of environmental issues. In the teaching process, we actively create situations to guide students to understand the content of the text, and organize group collaboration and discussion to improve students' enthusiasm and participation in learning. During the question session, each student is encouraged to actively express their personal opinions and give positive feedback on their answers to boost their self-confidence. In addition, we also show movies and videos to let students intuitively feel

the changes of the earth, so as to further stimulate their desire to protect the earth and cultivate their love and gratitude for the earth.

5.5.3. The development and implementation of implicit resources in teaching materials by teachers in classroom teaching

In the classroom, it is important for teachers to make effective use of the implicit resources in the textbooks. For the Chinese textbooks compiled by the sixth grade department, the author conducted a detailed content analysis and systematically sorted out the implicit resources contained in the five major systems. After in-depth communication with teachers, we found that teachers have a comprehensive understanding of the five systems of teaching materials.

Interview Transcript:

Author: Teacher, could you please talk about how you fully explore and use the implicit resources in the textbook selection system to educate students in your teaching design and implementation?

Teacher 1: In the introduction to the unit, we have clearly set out the learning objectives of the unit and carefully presented a series of language elements to provide clear and specific guidance for teaching, so as to ensure that the teaching activities are targeted and effective.

Teacher 2: As an effective assessment tool, after-class exercises can accurately detect the achievement of teaching objectives and encourage students to learn independently. In terms of assignments, more attention is paid to the special cultivation of students' language skills.

Teacher: 3: While paying attention to the ontology of language knowledge, we should also expand it appropriately. Specifically, we should rely on the key components of the textbook: texts, exercises, annotations, and assignments. For the other components, we have assessed that the need is not significant at this stage.

After a careful analysis of the responses of the three teachers, we noticed that some of the systems chose not to give in-depth explanations because they considered certain content to be less crucial, and preferred to teach the basics. Therefore, in the process of classroom teaching, the tacit resource content of some systems is consciously screened out.

Teacher 4: In the process of education and teaching, great importance is attached to the test of basic knowledge and skills to ensure that students master solid basic skills. However, it has also been noted that some primary school students have little interest in learning about revolutionary culture and traditional culture, believing that these contents are far away from their daily lives and lack practical significance. In response to this phenomenon, the current teaching strategy is mainly to explain the content of the text, and consolidate the knowledge learned through after-class exercises to cope with the requirements of the examination. More effective teaching methods will be explored to stimulate students' interest and love for these important cultural contents.

From the perspective of the impact of the text on students and the examination, the teacher deeply analyzed the problems existing in the systematic explanation. At the same time, the

proportion of each system in the textbook system is different, and the current situation of the development and utilization of implicit resources is also different.

(1) The implementation status of the implicit resources of the textbook selection system

As a core component of the textbook, the text should be emphatically explained. It is recommended that students preview the content of the text in advance so that they can learn directly according to the teaching objectives in class. Take the lesson "The Poor" as an example, which belongs to Unit 4 of Volume I:

In the whole teaching process, the teacher carefully designed four main links: first, the introduction of the topic to guide the students to understand the author's background; The second is to read the text for the first time to help students form an overall perception of the text; This is followed by a reading of the sentence to guide students to initially feel the image of the character; Finally, there is a dialogue to delve into the inner world of the characters. In the second session, the teacher asks students to quickly read the text silently and think about what the text is about. By guiding students to perceive the whole according to the three elements of the novel, it helps students to grasp the main context of the text. In the third and fourth sessions, according to the development of the storyline of the novel, the teacher divides the text into four parts: beginning, development, climax, and ending, and explains it in stages. This teaching method helps students to better understand the structure of the text and grasp the main points of knowledge.

On the surface, the lesson "The Poor" depicts the kindness and strength of Sanna and her husband, but on a deeper level, it aims to reflect the noble qualities of the toiling masses through Sanna's image. Through this teaching design, it aims to cultivate students' gratitude and helpful spiritual qualities, and imperceptibly edify and educate students with values.

(2) The implementation status of the implicit resources of the practice system in the textbook

As an important auxiliary tool for students' learning, the reading aid system in the textbook can effectively promote the expansion of students' extracurricular knowledge and deepen their understanding of the text. Through the interviews, we learned that some teachers have fully recognized the key role of the reading aid system in the learning process of students, and they believe that the system has a certain role in cultivating students' abilities, which helps students better understand and master the content of the text in the learning process. In particular, in the process of lesson preparation, teachers should pay special attention to the guiding role of the unit introduction, because it clearly presents the language elements of the whole unit, so that students can clearly understand the learning content of the unit. Based on classroom observations, we also found that some teachers were able to make effective use of the reading aid system in the teaching process and dig deeper into the content contained in it, which had a positive impact on improving students' language literacy.

(3) the implementation status of the implicit resources of the assignment system in the textbook

In the textbook practice system, as an implicit resource, after-class practice significantly expands the depth of students' thinking, plays a significant role in breaking through the key difficulties in the article, and has a high utilization rate in practical application.

Interview Transcript:

Author: In the design and implementation of instruction, how do you fully explore and make use of the implicit resources in the assignment system to educate students?

Teacher: In the lesson preparation process, I always regard the after-class practice questions as an important benchmark for organizing teaching, and organically integrate them into the teaching process as a key component of the teaching content, and carry out planned interspersed learning. This approach aims to ensure that the teaching content is coherent and targeted, so as to help students better grasp the knowledge points and improve the learning effect.

This practice fully reflects the teacher's deep understanding of the importance of the practice system, that is, it has a non-negligible role in promoting the improvement of students' ability and can help students build a systematic knowledge system. In the actual teaching process, teachers usually carefully select suitable practice questions according to the teaching plan, and conduct in-depth analysis in combination with the content of the textbook.

(4) The implementation status of the implicit resources of the image system in the textbook

In terms of the implementation and design of the assignment system, teachers uphold a rigorous and responsible attitude, emphasizing the comprehensive cultivation of students' knowledge and skills, and paying special attention to the students' existing experience base. Through actual teaching observations, we found that some teachers will accurately extract the knowledge and requirements of the assignments in the textbooks according to the specific teaching situation, and then creatively reconstruct the assignment scenarios to teach in a way that is closer to the actual situation of students. Take, for example, a teaching segment in an observation record:

Teacher: Dear students, please read aloud this poem called "I Want to". This little poem is full of unique imagination and is very interesting to read. If you too had the opportunity to become one of the world's creatures, what would you want to be?

Students: ants, kittens, grass, street lights, cars, etc.

Teacher: Students are very open-minded, you can choose to be small like an ant, or you can imagine being as big as an elephant. Now, let's have a group discussion and clarify your new identity.

In the teaching process, the teacher did not follow the content of the textbook and use "The Song of Flowers" as the introduction topic of this unit, but innovatively used a poem as an introduction to the topic "Metamorphosis", which aims to create a novel teaching situation to stimulate students' interest in learning. Subsequently, the teacher organizes group exchanges with the students, aiming to strengthen the students' ability to work together as a team. However, from the perspective of the overall teaching process, there are still some shortcomings in this process. The core goal of this assignment is to stimulate students' imagination and encourage them to imagine themselves as something that has aroused their sense of novelty or impressment. In the process of teaching, although teachers provide students with examples in the textbooks for analysis, when guiding students' imagination, they tend too much to the specific things in the textbooks, and fail to fully take into account the students' individualized ability and imagination.

6. The problems existing in the development of implicit resources in primary school Chinese textbooks

6.1. Teachers' development of implicit resources in textbooks is too arbitrary and ambiguous

As the main developer of implicit resources in textbooks, teachers' understanding of implicit resources will directly affect teachers' use of textbooks and teaching effects in classroom teaching.

6.1.1. Narrow the implicit resources in the textbook to the emotions expressed in pictures and articles

Implicit resources are a kind of potential educational resources, attached to all parts of the textbook, imperceptibly affecting students, the survey found that the vast majority of teachers can be aware of the existence of implicit resources, but can not accurately express their clear meaning.

Interview Transcript:

Author: Do you know about tacit resources?

Teacher 1: I have some understanding, but I don't know it comprehensively.

Author: What are the specific contents of the implicit resources in Chinese textbooks?

Teacher 2: I believe that the content of the texts, the resource kits, etc., as well as the information contained in the illustrations, are undoubtedly of great educational significance. However, I need further clarity on what exactly it means.

Teacher 3: I think that implicit resources may be manifested in the form of regional culture and customs in a writer's work, and these elements are an important part of the work, giving the work a unique cultural color and regional characteristics.

Obviously, some teachers have limitations in understanding the implicit resources in the textbooks, and they tend to limit the scope of implicit resources to the emotions expressed in illustrations and articles, which leads to the simplification of the connotation of implicit resources. This not only prevents teachers from digging deeper into implicit resources from multiple perspectives, but can also lead to rigid and inflexible teaching content, which prevents students from understanding the textbook in depth, thus limiting their opportunities to acquire deeper knowledge from the textbook, and thus reducing the overall efficiency of the use of the textbook.

6.1.2. The development of teaching materials emphasizes knowledge and skills, and ignores emotions, attitudes and values

In the process of cultivating students' moral literacy, we need to emphasize not only the teaching of knowledge and skills, but also the comprehensive and harmonious development of knowledge, feelings, intentions and actions. According to the survey results, most teachers recognize the importance of tacit resources in cultivating students' emotional attitudes and values. In the actual teaching, they took the curriculum objectives as the guide, and developed and utilized the implicit resources of the five major systems in the textbooks to varying degrees.

Among them, due to the wide range of content, most teachers can clearly explain the emotions contained in the selected texts, so that students can deeply appreciate their educational value.

However, for the application of the practice system, most teachers mainly regard it as a tool to evaluate students' mastery of textual content, and only a few teachers will use it as an aid to the learning of texts throughout the explanation process, which limits the cultivation of students' language ability to a certain extent. In terms of the use of the reading aid system, some teachers only stay at the superficial level of explanation, but fail to conduct in-depth analysis, thus weakening its due educational significance. For the assignment system, some teachers rely too much on the content of the textbook and lack the stimulation and cultivation of students' imagination. Although the image system is spread throughout the chapters of the textbook, teachers often only select the parts directly related to the learning content for citation, and lack of in-depth analysis, resulting in students' understanding of the textbook remaining superficial, although they have mastered the basic knowledge, but lack a deep understanding of the deep emotions and life philosophy conveyed by the text.

6.2. The purpose of teachers' use of implicit resources in textbooks is not clear

Goal-oriented clearly points out that the development of implicit resources in textbooks aims to achieve the established teaching goals, thereby improving students' language literacy and promoting the all-round development of students' comprehensive quality. This process not only embodies the core purpose of education, but also lays a solid foundation for students' future growth. However, some teachers said:

Interview Transcript:

Teacher 1: In the classroom, I enjoy positive interaction with students to enhance the learning experience. I have a habit of sharing educational videos that I find with my students, first grabbing their attention and then guiding them to explore the content of the text in depth to promote knowledge absorption and understanding.

Teacher 2: In my teaching process, I usually take the form of observing other teachers' lectures or watching evening teaching videos to improve my teaching skills. In class, I systematically explain the texts in combination with teaching reference books and guide students to follow my teaching steps to ensure that they can effectively grasp the content of the texts.

After a detailed analysis of the interview records, it can be clearly observed that the starting point of the above two Chinese teachers when using the teaching materials is mainly to attract students' attention, stimulate learning motivation, and create an active classroom atmosphere, but they do not pay enough attention to the all-round development of students' comprehensive quality in the teaching process. Based on the above analysis, teachers' strategies for using textbooks in the classroom often focus on improving teaching efficiency and creating a positive classroom atmosphere, but in this process, it is easy to ignore the generative resources generated by students in the process of learning textbooks, and thus fail to pay comprehensive attention to the overall improvement of students' language literacy and comprehensive quality. All these phenomena highlight the problem that teachers are not clear about the purpose of using the implicit resources in the textbooks.

6.3. The effect of implicit resources in textbooks is not obvious

The effect of implicit resources is non-intuitive, and its influence is not only limited to students' cognitive domains, such as thinking and ability, but also plays a significant role in students' non-cognitive domains such as emotions, interests, and attitudes. At the same time, actively developing implicit resources can have a more lasting impact on students. However, after in-depth investigation, we found that the potential role of implicit resources in textbooks is not significant. Mainly embodied in:

Student: The teacher asked us to take notes, so I wrote down the important points that the teacher emphasized and what to remember.

Teacher: I will first ask the students to read the text in advance, so that they can follow me step by step to understand the content during the lesson. When explaining, I will emphasize the important words to help you grasp them. Of course, the practice questions should also be done according to the text to consolidate the knowledge learned. In the case of information kits and annotations, I will also tell you about the background of the creation of the text and the story of the author, so that you can have a more comprehensive understanding of the text.

In summary, through passive absorption of the content of the textbook, students have acquired the corresponding knowledge and skills to apply this knowledge. However, due to the lack of deep participation in the teaching process and a broad understanding of the teaching content, the improvement in students' emotional cognition and behavioral habits was not significant. All these phenomena reflect that the potential value of implicit resources in textbooks has not been fully exploited and reflected.

7. Optimization strategies for the development of implicit resources in primary school Chinese textbooks

7.1. Strengthen the school's support and supervision of the development of implicit resources

7.1.1. Carry out training activities related to the development of implicit resources

After systematic collation and analysis of the interview data, we found that there are still deficiencies in the training activities held by the school. Although teachers have participated in the training related to the teaching of textbooks, the content mainly focuses on the teaching of basic knowledge and skills in the textbooks, as well as the discussion of common question types in the exams, and does not pay enough attention to the education of students' emotions, attitudes, values and other hidden aspects. As a result, teachers' ability to exploit and utilize implicit resources is relatively weak.

In order to improve the teaching effect and promote the all-round development of students' language literacy, schools should focus on strengthening special training for teachers to develop their awareness and ability. It is necessary to fully recognize the important role of tacit resources in students' physical and mental development, and consciously pass on the knowledge concepts implicit in the textbooks to students. Schools can provide regular seminars and trainings to enhance teachers' and school leaders' understanding of the value of implicit resources in teaching

materials, and to provide them with an in-depth understanding of students' cognitive level and knowledge understanding at all stages. On this basis, this paper discusses the application status and potential problems of various systems in the teaching materials, and optimizes the teaching strategies, so as to make timely strategic adjustments in the actual teaching, stimulate the enthusiasm of teachers to study the teaching materials in depth, and make them the main force in the development of implicit resources. The training methods should be diversified, combining offline teaching observation, action research, teaching reflection and other channels, as well as online methods such as online lectures for young teachers, to form an online and offline collaborative training system, and jointly promote the comprehensive improvement of teachers' ability to develop implicit resources in teaching materials.

7.1.2. Establish an evaluation mechanism related to the development of implicit resources

The school is committed to improving the evaluation mechanism, especially emphasizing the attention to the generative resources of teachers in the teaching process, and paying attention to the comprehensive evaluation and guidance of hidden factors such as students' thinking style, emotional attitude, and behavioral habits. To this end, the school has built a multi-dimensional evaluation content system to comprehensively reflect the comprehensive quality of students. The traditional evaluation mechanism pays too much attention to students' knowledge mastery, and relatively does not consider teachers' values and students' moral literacy. In the current educational context, cultivating students' comprehensive quality requires not only attention to students' understanding and application of knowledge, but also to the cultivation of their moral character and the formation of behavioral habits. In order to change this situation, the school has adopted a diversified approach to evaluation, abandoning the traditional practice of using scores as the only criterion. Establish a multi-evaluation mechanism combining quantitative and qualitative evaluation, aiming to comprehensively improve the comprehensive literacy level of students. The purpose of this move is to enhance teachers' attention to implicit education, stimulate teachers' awareness of developing implicit resources in teaching materials, and further improve the quality of teaching and the utilization rate of teaching materials. In summary, it is of great significance for schools to establish an evaluation mechanism related to the development of implicit resources to improve teaching quality, clarify teaching objectives, and promote teachers' professional development.

7.2. Improve teachers' awareness and ability to develop implicit resources

As the leader of teaching activities and an active participant in implicit resources, teachers should have a full understanding of the content of teaching materials, students' learning progress, and students' physical and mental development. However, due to the constraints of traditional teaching concepts, some teachers have a relatively weak awareness of the development of implicit resources, and tend to adopt a single teaching method in the classroom, mainly focusing on the teaching of textbook knowledge, but lacking the importance of practical guidance. This situation leads to the low motivation of students to learn in the classroom, and the process of knowledge acceptance is passive. In order to improve the situation, enhance teachers' effective utilization of teaching materials, and enhance students' language awareness and literacy, it is urgent to strengthen teachers' understanding and attention to the development of implicit resources.

7.2.1. Update teachers' curriculum concepts and correctly understand the implicit resources in teaching materials

As a key teaching resource to achieve the curriculum objectives, textbooks also constitute an important basis for teachers' teaching and students' learning. Compared with the previous textbooks, the textbooks have shown significant changes in appearance, content and concept, emphasizing the educational value of traditional culture and moral cultivation. This transformation not only provides a solid theoretical foundation for teachers to give full play to the function of subject teaching in educating people, but also poses a higher challenge to teachers and requires them to have deeper background knowledge. Therefore, teachers must update the concept of curriculum, deeply understand and make reasonable use of the implicit resources in the textbooks, so as to adapt to the changes brought about by the new textbooks and further improve the quality of teaching.

First of all, in the teaching process, teachers should fully integrate textual educational resources based on textbook texts. The basic knowledge, skills, processes and methods in the textbooks have both explicit and potential contents, which are often attached to explicit resources and need to be consciously excavated and scientifically used by teachers. In the process of lesson preparation, teachers should grasp the structure of the texts as a whole, deeply analyze the connotation of the textbooks, and formulate the corresponding teaching framework according to the three-dimensional objectives, which is a necessary prerequisite for carrying out teaching activities. In addition to paying attention to the imparting of knowledge in textbooks, teachers should also pursue an in-depth understanding of the moral concepts, values and cultural connotations contained in the content of textbooks, so as to find teaching content that is in line with students' psychological characteristics. For example, when preparing the assignment "Flying with the Wings of Science" in Unit 5 of Volume II, teachers can adopt an innovative teaching strategy, i.e. first lead students to explore the science fiction novels they have read, jointly conceive the basic framework of science fiction stories, and write their reflections. These results were then shared within the group to summarize the core features of the science fiction story. Immediately afterwards, the group members showed and communicated with each other and shared their creative experiences. In this process, the teacher does not simply teach the content of the textbook, but sees the textbook as a medium to guide students to write independently and construct problems. Teachers play the role of facilitators, encouraging students to have the courage to imagine and at the same time cultivating their keen observation, scientific spirit and writing skills. In addition, teachers should not only pay attention to students' mastery of the knowledge of the textbooks, but also devote themselves to guiding students to deeply understand the moral concepts, values and cultural connotations contained in the textbooks, and choose the teaching content that is in line with the students' psychological characteristics.

Secondly, teachers should accurately grasp the connotation of teaching materials and actively integrate them into classroom teaching. As a basic subject, Chinese is of great significance for cultivating students' correct values and improving their humanistic qualities. As the core carrier of the curriculum, Chinese textbooks contain abundant teaching resources, which need to be consciously developed and excavated by teachers in order to play their active role. In the case

study of texts on students' moral development, such as "There is Only One Earth", the teacher conducted an in-depth analysis of the text in class, aiming to instill in students the core concepts of cherishing the earth and environmental protection. This is not only a reflection of the education of ecological civilization for students, but also a practical activity planned around the theme of "environmental protection" to further deepen students' understanding and experience. Subsequently, combined with the practical content, the exchange seminar was organized to strengthen the penetration of students' moral education and ensure the full achievement of educational goals.

Finally, teachers should broaden the horizon of teaching materials and deepen teaching in combination with practice. Teachers should expand and extend the knowledge of Chinese subjects on the basis of the teaching materials to broaden students' knowledge. At the same time, students are given the space to read freely, combined with the auxiliary materials of the reading aid system in the textbooks, recommend extracurricular books, and appropriately guide students to read, so as to deepen their understanding of the content of the texts and cultivate students' reading interests and habits. Through a series of reading and practical activities, it helps students improve their cultural literacy, promote emotional sublimation, and deepen their learning cognition.

7.2.2. Carry out teaching reflection and deepen the understanding of the development of hidden resources

In the context of the current reform of teacher education, teaching reflection has been established as the core link to promote the professional development of teachers, and it is an effective way for teachers to achieve self-improvement and independent development. In the teaching process, teachers should treat each student with a fair and objective attitude, set teaching tasks reasonably, and continue to track the learning status of each student to conduct in-depth analysis and research. Based on the analysis results, teachers should flexibly choose teaching strategies, identify and solve problems in a timely manner, and effectively remove obstacles on students' learning paths. At the same time, teachers should record the problems and phenomena in the teaching process, communicate and summarize with fellow teachers, or share their own highlights and shortcomings in teaching, so as to accumulate teaching experience, continuously improve the quality of teaching, and build an efficient teaching classroom.

In addition, every teacher should value their personal teaching experiences and experiences, and by recording and reviewing these experiences from time to time, they should have a more comprehensive understanding of themselves and discover their unique strengths such as knowledge structure, teaching methods and know-how. Based on their own characteristics, rich teaching experience and professional theoretical literacy, teachers should give full play to their expertise and form a unique teaching style, so as to improve their professional cultural knowledge and carry out teaching work creatively.

Teaching reflection can also promote teachers' attention to classroom curriculum resources, enhance teachers' professional knowledge and cultural literacy, and broaden the dimension of educational resources. Teachers should deepen their understanding of the development of implicit

resources, and scientifically and appropriately develop implicit Chinese resources to further enrich the teaching content and improve the teaching effect.

7.3. Enhance students' awareness of implicit resources and their ability to use them themselves

The implicit resources in the textbooks have a significant impact on students' cognitive skills, thinking patterns, behavioral habits, moral literacy, emotional attitudes and values. In view of the central position of students in learning activities, in order to ensure the smooth progress of the teaching process and achieve the set goals, teachers should strive to improve students' awareness of tacit resources and their ability to use them independently.

7.3.1. Use classroom teaching as a carrier to enhance students' awareness of hidden resources

Students' learning activities and teachers' teaching work are centered on the classroom. Through interviews, it was found that teachers sometimes deviate from the original intention of the development of implicit resources in the course of teaching, resulting in students mistakenly treating other content other than textbook knowledge as secondary, thus ignoring the valuable resources naturally generated in classroom teaching. In view of this, teachers should design problem situations based on students' individual differences and the actual needs of classroom teaching in the process of teaching implementation, so as to stimulate students' enthusiasm for learning and desire to explore. In the case of the text "There is Only One Earth", the teacher's first task is to carefully assess the students' basic knowledge of the earth and its biodiversity. This means that teachers need to think deeply about how to construct a clear and accurate image of the planet so that students have a comprehensive understanding of it. At the same time, teachers need to explore effective teaching strategies to stimulate students' deep feelings about the current state of the earth, especially the challenges and dilemmas facing the earth, so as to cultivate students' environmental awareness and sense of responsibility.

First of all, teachers should construct inspiring teaching scenarios and use appropriate intonation to interpret the content of the text, guide students to gradually integrate into the learning situation, and enhance their emotional experience and learning motivation. Secondly, through the study of texts, students can be stimulated to comprehend the deep connotation of the textbooks, cultivate their sense of moral cultivation, and realize that the textbooks not only contain explicit knowledge and skills, but also contain hidden resources that have a profound impact on individual values and behavioral habits. Finally, teachers should guide students to reflect on and summarize the learning of the lesson, and in the evaluation process, students will go deep into the textbook again, and may find more novel content, so as to enhance their non-cognitive memory, which will not only help them understand the content of the text, but also improve their literary literacy and thinking ability through the study of the text.

7.3.2. Give full play to the main position of students and improve the ability to use hidden resources

On the basis of following the curriculum standards, Chinese language teaching must be committed to stimulating students' curiosity and enthusiasm for learning, and focusing on

cultivating students' awareness of self-directed learning to ensure that students become the main body in the learning process. In classroom activities, teachers should pay close attention to students' real-time performance to ensure that all teaching activities are student-centered. As a teacher, you should act as a guide for students on their learning path, pointing them in the direction, answering their questions, and further stimulating their creativity and imagination. At the same time, "appreciation education" should be appropriately implemented to affirm and encourage students' efforts and achievements, and guide them to gradually master the methods and skills of language learning.

In the teaching process, teachers should encourage students to think deeply, respect their unique perspectives, and encourage them to express their personal opinions freely. Students should actively participate in the optimization of the teaching process, contribute wisdom to the development of tacit resources in teaching materials, and strive to apply what they have learned to real life to enrich and expand their knowledge system. In addition, students should be encouraged to share their experiences and experiences in classroom learning, and feedback their questions or suggestions on the course should be given to teachers. Teachers need to carefully analyze and judge these feedbacks to deepen their understanding of students and optimize their teaching strategies.

8. conclusion

This paper examines the theoretical framework of implicit resource development and summarizes the implicit resources in Chinese textbooks in detail. This paper carefully analyzes the main connotations and distribution rules of these implicit resources in the textbooks, and conducts an empirical investigation on the development of implicit resources in primary school Chinese textbooks with the help of interview method and classroom observation method. Based on the unique attributes of implicit resources and the current survey data, we found some problems that need to be solved urgently, such as teachers being too casual in developing implicit resources in teaching materials, not having clear goals in using these resources, and not fully utilizing the effects of implicit resources in actual teaching. In view of these problems, an in-depth exploration will be carried out from the three levels of schools, teachers and students' parents, trying to find out the root cause of the problems, and proposing corresponding development and optimization strategies. These strategies aim to better explore and make use of the implicit resources in the textbooks to improve the teaching effect.

However, there are some limitations to this study. Due to the limited ability and experience of researchers, the understanding of implicit resource development is not deep enough, the analysis and exploration of the causes of the current problems may be superficial, and the proposed optimization strategies need to be further improved. Therefore, we are well aware that in the future study and research, we need to continuously improve our own ability and professional quality, further consolidate the theoretical foundation, and accumulate more rich experience for future related research.

Author Contributions:

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Conflict of Interest:

The authors declare no conflict of interest.

Appendix A

Teacher Interview Outline:

1. Do you know about implicit resources? What are the implicit resources in Chinese textbooks? Do you think it is necessary to develop and use the implicit resources in textbooks in primary school language learning? What's the point of development? Please tell us more about it
2. What do you know about the Chinese textbooks? How do you realize the three-dimensional system of education of "knowledge and skills", "process and methods", and "emotional attitudes and values" through teaching materials?
3. Have you participated in any systematic training on the grasp and use of resources in Chinese textbooks?
4. How do you educate students on issues such as patriotism, environmental protection, and other emotional, volitional values? Are you using the resources in the textbook? What resources are used?
5. In the design and implementation of instruction, how do you fully explore and make use of the implicit resources in the text selection system to educate students?
6. In the design and implementation of instruction, how do you fully explore and make use of the implicit resources in the practice system (after-class exercises, unit exercises) to educate students?

7. In the design and implementation of instruction, how do you fully explore and make use of the implicit resources in the reading aid system (unit introductions, resource kits, reading links) to educate students?
8. In the design and implementation of instruction, how do you fully explore and make use of the implicit resources in the assignment system to educate students?
9. In the design and implementation of instruction, how do you fully explore and make use of the implicit resources in the image system (cover, illustration) to educate students?
10. What difficulties do you encounter in the process of developing implicit resources? What is the biggest difficulty?
11. Do you have any suggestions for developing implicit resources in textbooks? Please tell us more about it.

Appendix B

Student Interview Outline:

1. What is your favorite part of the Chinese textbook? (Text, illustrations, exercises, assignments) Why?
2. Do you like to take notes on language books? Did the teacher ask for it or did you do it yourself?
3. Do you know that there is a lot of unmarked knowledge behind these texts and exercises? Do you think this is important?
4. In addition to the content of the textbook, did your teachers teach you any other knowledge? If so, please be specific, and if not, what else do you think could be learned from the textbook?

Appendix C

Questionnaire Survey on the Implementation of the Development and Integration of Implicit Resources into the Development of Chinese Curriculum Resources in Primary Schools:

1. Do you know about implicit resources? Will it be implemented in the daily teaching of Chinese and the development of curriculum resources?
2. Do you think it is necessary to integrate implicit resources into the development of primary school Chinese curriculum resources? Why is it necessary?
3. As far as you know, as a front-line teacher, what kind of teaching methods do you usually use to implement the curriculum objectives? How do I carry out teaching activities?
4. What do you think are the limitations of integrating implicit resources into the development of Chinese curriculum resources in primary schools?

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