# EXPLORING THE PATHS TO IMPROVE PRIMARY AND SECONDARY SCHOOL TEACHERS' DIGITAL LITERACY FROM A FIELD-THEORY PERSPECTIVE

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In the process of educational digitalization, teachers' digital literacy is a crucial factor. This article takes Bourdieu's field theory as the perspective and based on the analysis of the three dimensions of field, capital, and habitus, and finds that the current improvement of primary and secondary school teachers' digital literacy is faced with difficulties in the field, such as the dull digital atmosphere in the educational field, and teachers' digital literacy concepts. There are the difficulties of biased habits, the difficulties of cultural capital due to insufficient teachers' digital teaching capabilities, the difficulties of economic capital due to unbalanced supply of digital resources, and the difficulties of social capital due to lack of teaching and research team building. To this end, this article proposes to lead the digital atmosphere and focus on the construction of digital soft environment; reshape teachers' digital cognitive habits; strengthen digital training for primary and secondary school teachers to enhance cultural capital; integrate diverse digital resources to enhance economic capital; establish a digital learning community to expand social Capital optimization strategies.

*Keywords: field theory; primary and secondary school teachers; digital literacy.*

Against the background of the continuous development of high-tech technologies such as artificial intelligence, big data, cloud computing, and blockchain, digitalization has become an important force in promoting structural changes in education. The 20th National Congress of the Communist Party of China included «education digitalization» in a report for the first time. While the country is vigorously promoting the digitalization strategy of education, it is also urgent to improve teachers' digital literacy. In 2022, the Chinese Ministry of Education issued a national education industry standard for *Teacher Digital Literacy*. This document outlines the digital literacy that future teachers should have from five dimensions: digital awareness, digital technology knowledge and skills, digital application, digital social responsibility, and professional development [6]. Teacher digital literacy is the key soft power to promote the digital transformation of education and an important support for building a high-quality education system and cultivating high-quality talents. This study uses field theory as a research perspective to analyze the dilemma of improving digital literacy among primary and secondary school teachers and seek solutions.

*Field Theory: Analytical Framework for Improving Digital Literacy of Primary and Secondary School Teachers*

Since its birth, the field theory proposed by French sociologist Pierre Bourdieu has been widely used in sociology, anthropology, philosophy , education and other fields . As one of the core theories of sociology, this theory provides us with a theoretical analysis framework about human behavior. Bourdieu's field theory contains three key elements: field, habitus and capital. These three elements influence and restrict each other and constitute a tool for reflecting on

social practice activities.

Field refers not only to the physical environment, but also covers the behavior of others and various factors related to it. Bourdieu defines a field as «a network, or a structure, of objective relationships that exist between various locations» [1, p. 133]. It is a social practice space constructed by a network of various social objective relationships. Their behavior is profoundly affected by the field in which they live. Habitus symbolizes something called «disposition». The «disposition» here refers to an individual's preference or tendency for sensory experience, cognitive behavior and decision-making methods through a specific path. It has a certain degree of stability and is easy to change [2]. «Habitus» can be determined by genetic factors or can be achieved through acquired efforts. It is a «second nature» that people gradually learn and evolve in a social environment. Capital is the basis for actors to participate in field practice. Capital is divided into several categories: cultural capital, economic capital, and social capital. These capital pools present different hierarchical orders as the field evolves. There is a close relationship between the field and capital. On the one hand, the field is dominated by capital, and on the other hand, capital will also change with the field. As a practical tool, capital is not only the means of action used by actors in the field, but also the goal that actors strive for [9].

The relationship between field, habitus and capital can be understood using the analytical formula proposed by Bourdieu: «[(habitus)(capital)] + field = practice». Actors rely on the capital and habits they hold to carry out practical activities in the field, and rely on habits and capital to constantly change their position in the field, making the field dynamic [7]. According to field theory, primary and secondary school teachers are the main body of the digital field of primary and secondary school education, and the improvement of their digital literacy requires the interaction of field, habitus and capital. At the same time, the improvement of teachers' digital literacy is also easily restricted by capital, habits and fields. First of all, from a capital perspective, the total amount and structure of capital owned by primary and secondary school teachers basically determine their position in the field of digital education in primary and secondary schools, especially cultural capital. Cultural capital is what primary and secondary school teachers need to improve their digital literacy and carry out digital teaching. The key is that without sufficient cultural capital, it is difficult to improve the digital literacy of primary and secondary school teachers; secondly, from the perspective of habitus, habitus is a product of history, and good habits can help promote the digital literacy of primary and secondary school teachers. Improvement, negative cognitive habits will create constraints; finally, from a field perspective, the environmental atmosphere of the digital field of primary and secondary school education is an important external factor that affects the improvement of primary and secondary school teachers' digital literacy.

*The Dilemma of Improving Digital Literacy of Primary and Secondary School Teachers*

Israeli scholar Yoram Eshet-Alkalai (2004) states that digital literacy is a basic skill necessary for citizens in the digital age, including the use and operation of digital software. device capabilities, complex cognitive abilities, emotional skills, and attitudes and values [3]. The improvement of digital literacy of primary and secondary school teachers is not only a need for the development of the digital era of education, but also a practical need to adapt to the education reform of primary and secondary schools, cultivate digital talents, and create a high-quality teaching team. However, the current digital literacy level of primary and secondary school teachers needs to be improved. This article uses field theory as an analytical framework to explore the dilemma of improving digital literacy among primary and secondary school teachers and find the crux of the problem.

*1. Dilemma of the field*

The environment of the field affects the behavioral choices of the subject. The strong digital field environment gives teachers positive self-suggestion and guides teachers to continuously improve their digital literacy. School administrators' attitudes toward digital teaching and teachers' digital literacy requirements directly affect teachers' enthusiasm. However, at the stage of basic education, teachers' digital literacy has not received full attention from schools. The school lacks institutional support and incentive mechanisms for digital teaching, has failed to stimulate teachers' awareness and enthusiasm for digital teaching, and has not played a sufficient role in guiding teachers' digital literacy. At the same time, teachers in primary and secondary schools have a heavy teaching workload, and some tedious tasks such as student management, administration, and professional title evaluation greatly consume teachers' energy, making them unwilling to delve into knowledge and skills related to digital technology, let alone their ability to study the use of digital technology resources in education. Creative application in the teaching process. In addition, there is a lack of exchanges and discussions among teachers about digital teaching, and a good digital teaching atmosphere has not been formed, which has led to difficulties in improving the digital literacy of primary and secondary school teachers.

*2. Dilemma of habitus*

Under the mechanism of the relationship between habitus and field, when the new field is significantly different from the environment formed by the habitus, «out of tune» or «disconnection» will occur between the habitus and the field [4]. Combined with the practical problems of the digital transformation of education, some primary and secondary school teachers are affected by the concepts and experiences formed in the past practice process, and have an attitude of «not using», «difficult to use», and «afraid of using» digital technology, resulting in the «habitus» is «out of touch» with the field of digital literacy. Various biased understandings of digital technology reflect teachers' complacency in their roles and insufficient understanding of the value of digital literacy.

*3. Capital constraints*

*(1) Dilemma of cultural capital*

The disconnect between technology and teaching is very common in school [8]. Primary and secondary school teachers have insufficient digital technology application capabilities. At present, most primary and secondary schools in first-tier cities in my country already have advanced digital teaching facilities and sufficient high-quality digital resources. However, most teachers are still unable to flexibly apply digital technology to education, teaching and classroom management. The insufficient digital literacy knowledge reserve of primary and secondary school teachers is obviously an important reason for the limited application ability of digital technology.

*(2) Dilemma of economic capital*

The economic capital here is mainly the sum of expenses incurred in cultivating digital literacy, including the purchase of digital infrastructure equipment and information technology software equipment, teacher digital literacy training, expert consulting fees, introducing or cultivating digital professionals, and encouraging teachers to carry out digital teaching. Expenditures incurred in terms of incentives, etc. Differences in economic capital lead to significant differences in the investment of educational resources in different regions and different schools, which in turn affects the extent of advancement of education digital transformation. The difference in economic capital leads to an imbalance in the supply of digital resources, which in turn leads to a digital divide in primary and secondary schools.

*(3) Social capital difficulties*

Social capital is capital gained through social networks or relationships between members of a group. In reality, the digital teaching and research team for primary and secondary education is not only poorly constructed, but also has many problems [5]. First, some teachers are less willing to share experiences related to digital teaching. On the one hand, some schools overuse «quantitative evaluation» to evaluate teachers' digitalization. The control and supervision of teaching ability conflicts with the long-term, creativity and complexity of teachers' labor, causing many primary and secondary school teachers to lose their enthusiasm and autonomy in exploring digital teaching. Secondly, the members of the teaching and research team have limited abilities, which prevents in-depth discussions on digital teaching and results in no research results.

*Paths to Improve Primary and Secondary School Teachers' Digital Literacy*

*1. Leading the digital atmosphere and focusing on the construction of digital soft environment*

Creating a strong digital field environment can help mobilize the motivation of primary and secondary school teachers to improve their digital literacy. Therefore, leaders of primary and secondary schools must realize the importance of improving teachers' digital literacy in promoting the current digital transformation process of education, so as to elevate teachers' digital literacy work to a higher strategic position.

*2.Reshape teachers' digital cognitive habitus*

Habits have constructive characteristics, which can reshape teachers' digital concepts, help teachers form good habits, and help improve teachers' digital literacy. First of all, strengthen primary and secondary school teachers' correct understanding of digitalization. Secondly, strengthen primary and secondary school teachers' awareness of autonomy in improving digital literacy. Finally, teachers must maintain the habit of lifelong learning. Teachers in primary and secondary schools must update digital knowledge in a timely manner and continue to improve digital teaching skills.

*3.Expand teacher capital accumulation*

First, strengthen digital training for primary and secondary school teachers and enhance cultural capital.In Bourdieu's view, all types of capital are transmissible, and schools are an important field for transmitting and distributing cultural capital. To improve the digital literacy of primary and secondary school teachers, pre-service universities and in-service primary and secondary schools need to effectively carry out digital teaching training, so as to realize the re-transmission of cultural capital.

Second, integrate diverse digital resources to enhance economic capital.The economic base determines the superstructure, and insufficient economic capital will objectively restrict cultural capital, ultimately affecting the accumulation of digital capital for primary and secondary school teachers. Enhancing economic capital requires multi-party collaboration among governments, enterprises, and schools to integrate diverse digital resources.

Third, establish a digital learning community and expand social capital.In the field of digital literacy, teachers in primary and secondary schools must fully mobilize effective social relationship networks, establish multiple types of digital learning communities from macro to micro, and achieve «cross-border learning», thereby expanding social capital and thereby improving their own cultural capital.

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