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The Significance and Practical Strategies of Information Technology in Promoting Efficient Teaching in Kindergartens

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Abstract: The application of information technology in kindergarten teaching is highly significant in improving teaching efficiency and quality. By leveraging information technology, teachers can better organize teaching activities, enhance children's learning interest and participation, and efficiently manage teaching resources and materials. In practice, it is essential for teachers to fully recognize the importance of information technology, choose select teaching resources and activities based on children's age characteristics and interests, and consider the impact of information technology on children. This paper aims to discuss the significance of information technology in kindergarten teaching and propose practical strategies, providing valuable references for kindergarten educators.

Keywords: Information technology; Kindergarten; Efficient teaching; Practical strategy

Introduction

Information technology has become an integral part of modern society. In the field of education, the application of information technology is also increasingly widespread. With the advent of the Internet, mobile communication technology, tablet computer and other devices, kindergarten teaching has also begun to use information technology to improve teaching efficiency and quality. The application of information technology can promote the personalized, intelligent and digital teaching of kindergarten, so as to improve the teaching effect and learning experience, and promote the all-round development of children.

1. The significance of information technology in promoting efficient teaching in kindergartens

1.1 Improve the teaching effect

With the continuous development of information technology, kindergarten teaching has also begun to use information technology to assist teaching in order to improve teaching effect. The application of information technology in kindergarten teaching can not only improve teachers' teaching efficiency, but also improve children's learning interest and participation. First of all, an important application of information technology in kindergarten teaching is an auxiliary teaching tool. These tools can help teachers organize teaching activities better and improve teaching effect. For example, using multimedia courseware or videos to display teaching content can attract children's attention and stimulate their interest in learning. In addition, the use of computer games or animations to present teaching content can allow children to learn in a relaxed and pleasant atmosphere. Secondly, information technology can also help teachers to evaluate the learning effect of children more accurately, so as to adjust the teaching strategy in time. Through the use of computer programs or online testing systems, teachers can more objectively understand the mastery of children and conduct targeted teaching. This can not only improve the teaching effect, but also reduce the burden of teachers. Finally, the information technology platform can also help teachers maintain good communication with parents and promote the good development of joint education of family and kindergarten. Through email or social media platforms, teachers can share teaching content and children's learning with parents so that parents can keep abreast of their children's learning and give them support. This can not only improve the teaching

effect, but also enhance the connection between family and kindergarten.

1.2 Promote personalized learning

In the kindergarten teaching process, information technology can provide teachers with more tools and resources to promote personalized learning for young children. Teachers can use information technology to create personalized learning environments, using multimedia resources, web resources, applications, etc., to provide a variety of learning materials and activities to meet the learning needs and interests of different young children.

As shown in Figure 1, children have different performance characteristics at different ages, so teachers should formulate teaching content according to different characteristics when creating personalized learning. For example, small class children prefer familiar things, such as blocks, car models, Barbie dolls and other toys; Barking team, enlightenment children’s songs and other audio-visual videos. Teachers can make teaching content from the perspective of children’s habits, attract children’s attention with the dog image of the barking team, and stimulate children’s learning interest with the game of building blocks. Compared with small class children, middle class children are more adapted to the teaching mode of kindergarten, and their expression and cognitive ability are further than small class children. Therefore, teachers can use multimedia resources to show different animals and promote personalized learning by letting young children choose their favorite animals. Compared with children in middle class and small class, the characteristics of children in large class tend to express and challenge. Therefore, when using gamified teaching methods, teachers use multimedia teaching means to set up a variety of interactive and challenging teaching games to assist teaching, so as to promote personalized learning^[1].

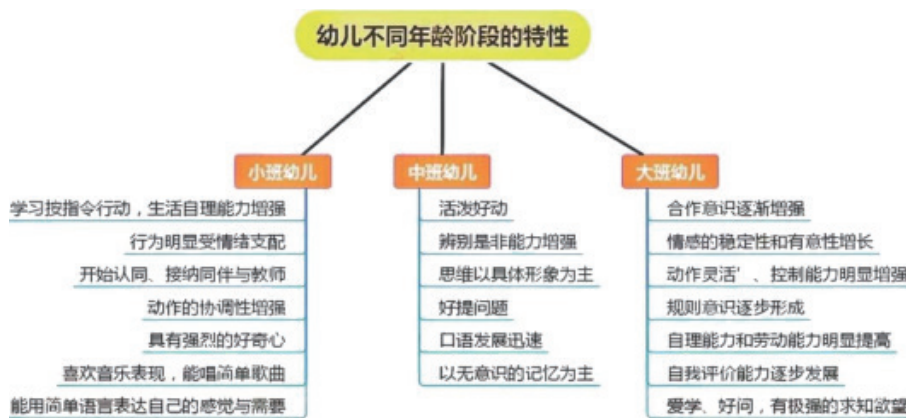


图1



图2 “家”里常见的数字

2.2 Create teaching situations to stimulate children’s interest in learning

(1) Game situation: Design game situation through multimedia means, so that children can learn in a relaxed and happy atmosphere. For example, in kindergarten math teaching, teachers can use information technology to design a “home” game. As shown in Figure 2, the teacher displays the items in the “home” through the projector, such as the clock, the time on the TV, the screen display on the mobile phone, clothes and other things that children can often come into contact with at home, so that children can naturally contact the concepts of number and time in the game, and can use these concepts to calculate.

(2) Life situation: Introduce children’s life experience into the classroom, so that they can experience the practical application value in learning. For example, in language teaching activities, teachers can tell and show children’s problems encountered in daily life through multimedia, and guide children to think about how to express these problems in language, so as to improve children’s language expression ability.

(3) Environment creation: stimulate children’s interest in learning by arranging an inspiring and challenging learning environment. For example, in science courses, teachers can design a “laboratory” to allow children to find problems and explore solutions in the experiment, so as to improve children’s spirit of inquiry and practical ability.

(4) The use of diversified teaching means: through information technology, the use of diversified teaching means. Such as multimedia teaching, teaching content can include singing, dancing, painting, etc., so that children can experience different fun in learning, so as to stimulate their interest in learning. For example, gamification teaching, relying on information technology, designs challenging knowledge games and plays videos related to teaching content. “Please indicate which animals in the video are flying, reptile or amphibian?”

To sum up, creating teaching situation through information technology is one of the important means to promote efficient teaching in kindergartens. By using game situations, life situations, environment creation and diversified teaching methods, teachers can stimulate children's learning interest and thus improve their learning effect [3].

2.3 Video and audio teaching to improve children's expression ability

With the continuous development of information technology, kindergarten teaching is also constantly changing and innovating. Among them, as a new teaching method, video teaching can effectively improve children's expression ability. First, choose the right teaching content. When choosing the content of video teaching, the age characteristics, cognitive level and interests of children should be fully considered. In addition, attention should be paid to the feasibility and practicability of the teaching content to ensure that children can effectively master knowledge. Second, design and make teaching videos. Video audio teaching needs to design and make corresponding teaching videos. In the production process, attention should be paid to the sound quality, picture quality and attractiveness of the video content to ensure that children can better understand and absorb knowledge. Third, design effective teaching activities. In order to improve the learning effect of children, the individual differences and characteristics of children should be fully taken into account when designing teaching activities. In addition, attention should be paid to the rhythm and atmosphere of teaching activities to ensure that children can actively participate in the teaching process. Fourth, establish a good learning atmosphere: in video and audio teaching, a good learning atmosphere is crucial to the learning effect of children. Teachers should pay attention to children's learning status and give timely encouragement and feedback to stimulate children's learning interest and initiative.

In short, through the use of video teaching, can effectively improve children's expression ability. In practice, we need to pay attention to the selection of teaching content, the design and production of teaching videos, the design of teaching activities and the establishment of learning atmosphere, so as to achieve the goal of efficient teaching in kindergartens.

Peroration

Information technology has become an indispensable part of modern society, and its development and application have a profound impact on the field of education. In kindergarten education, the application of information technology can promote the efficiency and diversity of teaching, and also improve children's learning interest and effect. At the same time, it can also help teachers organize teaching activities better and improve teaching effect. In order to make better use of information technology, teachers need to integrate information technology into teaching activities, constantly update and optimize teaching links, and strengthen their information technology literacy. Only in this way can we give full play to the advantages of information technology and improve the quality of kindergarten teaching.

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