Discussion on the Cultivation Path of Information Technology Literacy of Kindergarten Teachers in the New Period

Xuebo Dou

1. Anshan Normal University, Anshan 114001, China.
2. Philippine Women's University, 1004 Metro Manila, the Philippine.

Abstract: With the continuous development of our society, the education community has also put forward a series of new requirements that align with the current era. Among them, in the teaching activities of kindergarten teachers, the effective reference of information technology is conducive to teachers guiding children to participate in learning, helping teachers to create a good teaching environment by means of information technology, and helping to expand children's vision and develop children's intelligence. However, at present, some kindergarten teachers in our country do not have information technology literacy, which hinders the growth of children. Therefore, this paper focuses on the cultivation of information technology literacy among kindergarten teachers in the new era.

Keywords: Kindergarten; Teacher; Information Technology Literacy; Training Path

Introduction

With the rapid development of modern information technology, there is an increasing focus on the application of educational information technology in teaching. Enhancing the information technology literacy of kindergarten teachers is crucial for improving the quality of early childhood education and promoting children's overall growth. Therefore, it is imperative for kindergartens to cultivate teachers' information technology literacy, which can be started from creating a good teaching environment for teachers and paying attention to the cultivation of teachers' information technology literacy. Therefore, this article from the kindergarten teachers' information technology literacy and its cultivation of two aspects to start a simple exposition.

1. Significance of cultivating kindergarten teachers' information technology literacy

In recent years, China's Ministry of Education has put forward the Guidelines for Kindergarten Education, which points out that "Science education for children is scientific enlightenment education, focusing on stimulating children's interest in knowledge and desire for inquiry." This requires kindergartens to cultivate teachers' information technology literacy to facilitate teachers in the process of education and teaching so that children can feel the happiness of learning in the process of learning and exploration. The cultivation of kindergarten teachers' information technology literacy can effectively improve their educational ability of information enlightenment, so as to lay a solid foundation for children's learning career. Therefore, kindergarten teachers need to improve their information technology ability and cultivate their information technology literacy through various methods, so as to improve their information education level and ultimately achieve the overall development of children [1].

All in all, the ultimate goal of cultivating kindergarten teachers' information technology literacy is to enable children to grow up better, faster and healthier, and help them grow into new talents who meet the needs of the new era.

2. Training paths of kindergarten teachers' information technology literacy

2.1 Kindergarten teachers should pay more attention to information technology education

When cultivating kindergarten teachers' information technology literacy, it is necessary to improve the kindergarten teachers' attention to information technology education. Because this can fully stimulate the enthusiasm of teachers to cultivate information technology literacy, so that they can independently cultivate information technology literacy through learning, training and other ways. First of all, kindergartens need to popularize the importance of information technology literacy, so as to promote teachers to update their teaching concepts. For example, kindergartens can make full use of Spaces such as blank walls and publicity boards in the garden to post posters and papers on the importance of teachers' information technology literacy. So that teachers can often see such information in daily teaching activities, over time, to a certain extent, can promote teachers to study how to develop information technology literacy. Secondly, kindergartens need to provide good conditions for teachers to develop information technology literacy. For example, kindergartens cooperate with colleges and universities to invite professionals to the kindergarten to carry out relevant lectures and training meetings, so as to improve kindergarten teachers' awareness of information technology literacy, so as to enhance their attention to information technology literacy. Finally, kindergartens can also add assessment provisions on information technology literacy to teachers' assessment, and use relevant assessment to urge teachers to cultivate their own information technology literacy. This not only enables teachers to pay attention to the cultivation of their own information technology literacy, but also innovates education and teaching methods according to information technology literacy, highlights the dominant position of children in the classroom, and ultimately improves the teaching effect [2].

2.2 Create a good learning environment

Kindergarten to create a good information education environment, can start from the following aspects. First of all, kindergartens can build information-based education and teaching platforms, and kindergartens with poor basic conditions can apply for financial assistance from the local government to build teaching platforms. After the information-based education and teaching platform is built, the government takes the lead to guide all kindergartens to share educational resources, so as to balance educational resources. For kindergartens with poor conditions, the government can also build a relationship of assistance with kindergartens with better conditions, and carry out diversified teaching activities through kindergartens with better conditions, so that kindergartens with poor conditions can develop rapidly. Secondly, kindergartens need to pay attention to the cultivation of teachers' information technology literacy, and improve the relevant training system. For example, to optimize the curriculum of information technology, teachers are required to pay attention to practical courses when carrying out theoretical knowledge teaching activities, and advocate both practice and theory courses in parallel. In addition, kindergartens can also allow teachers to use multimedia technology to carry out teaching activities and improve teachers' information technology literacy through practical operation. Finally, kindergartens can also appropriately carry out information technology-related activities, such as information technology curriculum design competition, information practice teaching activities.

For example, when kindergarten teachers carry out the course of "losing the handkerchief", they can first use information technology to find relevant video materials before class and make PPT courseware to carry out relevant teaching activities. Teachers should also prepare several handkerchiefs to carry out follow-up practical teaching activities. Secondly, when teachers carry out teaching activities, they use PPT courseware to show children the song video of "throwing the handkerchief" to stimulate their interest in "throwing the handkerchief". Finally, the teacher led the students to leave the classroom to the outdoor activity area, and organized the students to carry out the game activities of throwing handkerchiefs. In this way, teachers can not only improve their use of information technology through practical operation, but also integrate this technology into teaching activities. For children, they can not only experience a more intuitive learning environment created by teachers through information technology, but also promote the comprehensive development of their abilities through practical activities.

2.3 Improve the training mechanism

Kindergarten can improve the information technology training mechanism to promote teachers to develop information technology

literacy. First, kindergartens can develop a series of training plans. For example, starting from the actual situation of kindergarten teachers, corresponding training activities are formulated according to the characteristics of teachers themselves. Secondly, kindergartens need to develop assessment, incentive and evaluation systems to ensure the quality of teachers' teaching activities, provide help for the cultivation of teachers' information technology literacy, and fully mobilize teachers' enthusiasm for designing information technology education and teaching activities. Finally, the kindergarten also needs to create an online and offline platform for teachers to communicate, so that teachers can cooperate in exploring the information technology education and teaching mode, so as to accumulate teachers' teaching experience and ultimately improve their own information technology literacy [3].

Specifically, kindergartens can develop a teaching assessment system, such as how many times a week the teacher uses information technology to carry out teaching activities and how many times a week the teacher carries out practical teaching activities, all of which need to be recorded in the teaching plan, and a teaching inspection team is set up to listen to the lesson and evaluate, check and verify the teaching plan. According to the incentive system, the kindergarten will reward the teachers materially or spiritually, and punish the teachers with poor teaching performance. In addition, the application of evaluation system can be reflected in three aspects: children's evaluation of teachers, parents' evaluation of teachers and colleagues' evaluation of teachers. Through multiple evaluations, the kindergarten can fully understand and recognize the advantages or disadvantages of a certain teacher, so as to facilitate the kindergarten to conduct further targeted training for the advantages and disadvantages of these teachers [4].

2.4 Enrich information technology training

In the process of information technology training for kindergarten teachers, it is not only necessary to pay attention to the basic characteristics of early childhood education, but also to carry out relevant innovations in teacher information technology training, so as to effectively improve teachers' information technology literacy. For example, kindergartens attach importance to training teachers in the ability to acquire information, analyze information, process and process information, and ensure that they can use information technology in daily education and teaching activities. In addition, kindergartens also need to expand the use of information technology by teachers, because The Times are always moving forward, and teachers need to keep pace with The Times [5]. For example, kindergartens can organize teachers to use online platforms to communicate with college professionals and participate in research and training activities, so that teachers can develop information technology literacy faster. Finally, kindergartens can also adopt the education model of "replacing the inferior with the superior", "exchanging the old for the new", and "bringing the old with the new" to carry out information-based teaching activities, so as to enrich the information-based teaching activities in kindergartens and improve the information-based teaching process.

Conclusion

To sum up, the cultivation of information technology literacy of kindergarten teachers in China can affect the development level of early childhood education to a certain extent. The information education and teaching need kindergartens to attach great importance to IT, and start from four aspects: improving kindergarten teachers' attention to information technology education, creating a good learning environment, improving training mechanism and enriching information technology training. In order to cultivate teachers' information technology literacy, make them renew their education and teaching concepts, innovate education and teaching methods, and put them into practical teaching work, finally promote children's all-round development and lay a good foundation for their future learning career.

References

[1] Zhang MH. Analysis on the cultivation of kindergarten teachers' information Technology literacy [J]. Classroom and Out · Teacher Edition (Primary Education), 2020(10):133.

[2] Lin SF. Analysis on the cultivation of kindergarten teachers' information Technology Literacy [J]. Wen Yuan (Senior High School Edition),2020(1):891-892.

[3] Yu KL, Cao L. Research on the Construction of Information Technology Literacy Evaluation index System of Kindergarten teachers in the era of Education Informatization 2.0 [J]. Research on audio-visual Education, 21,42(8):51-58.

[4] Shawfran. Analysis on the cultivation of kindergarten teachers' information technology literacy [J]. China and Foreign Exchange,2019,26(43):68.

[5] Zhu T. Analysis on the cultivation of kindergarten teachers' information Technology Literacy [J]. Baike Forum Electronic Magazine,2021(4):794.

About the author:

Name: Xuebo Dou, Date of birth: May 1996, Gender: Female, Nationality: Han, Native place: Linqu County, Shandong Province, Setting: Anshan Normal University, PhD candidate in education of Philippine Women's University, Zip Code: 114001, Qualification: PhD candidate, Title: Assistant, Research direction: Integration of information technology and preschool education