

Tentative Analysis of the Influence of Internet on Preschool Education

Rui Li, Yunhong Yao

School of Education, Yunnan Open University, 650000, Kunming, Yunnan, China

Abstract: With the rapid development of computer technology and Internet surfing, "Internet +" has become synonymous with change and innovation in various industries. To keep up with the development pace of the times, the field of preschool education needs to apply the "Internet + preschool education" model. In the Internet era, the application of Internet technology has a certain influence on the role positioning of teachers and young children. Teachers need to become the imparters, managers and learning partners of young children's learning knowledge. In this process, teachers need to be clear about the impact of Internet technology on preschool education, and understand the correct way to apply Internet technology.

Keywords: Computer Age, Internet, Preschool Education, Role Change.

1. INTRODUCTION

Since the 1990s, multimedia and network information technology has injected new vitality into education as a new technological means, and created new methods of education, which not only enables the rapid dissemination of educational information in the world, but also maximizes it. The sharing of global education resources has a huge impact on preschool education. Pre-school education is the foundation of education. Today's educational philosophy believes that the best way to learn in early childhood is autonomous and personalized learning. The "Kindergarten Education Guidance Outline (Trial)" has made a clear statement: "Kindergarten education should respect the laws and learning characteristics of children's physical and mental development, and use games as a basic activity to promote the development of each child's personality." [1] According to the expected goals, children should be taught the appropriate preschool moral education and preschool intelligence education based on their physical and mental development characteristics and actual level ability, thus to fully meet their interests and needs. This kind of learning is personalized learning. However, in the current situation of preschool education, kindergarten is the most important and most traditional teaching environment. However, it is difficult to find a way to achieve personalized learning in the traditional teaching environment, and through observation, personalized learning methods. The requirements for young children themselves are also very high. The imbalance of physical and mental development of each young child who is destined to achieve personalized learning in the traditional teaching environment is very difficult. In response to the above question, the author conducted a survey of nearby kindergartens. The research found that using the rapidly developing Internet to achieve personalized learning for young children is not only feasible, but also shows obvious advantages in the teaching process.

2. THEORETICAL BASIS

Although Internet teaching is a new thing, it can be seen from the theory of multiple intelligences and constructivism that Internet teaching is more advantageous for preschool children's teaching than traditional teaching.

2.1 Constructivist theory

Learning is a process in which learners take the initiative to construct meaning. In the process of learning, learners are the subjects of learning, not passive receivers. In the teaching process, the most important thing is to discover the personality differences of the learners and provide them with a learning environment and content that meet their individual needs, which can promote the effective meaning construction of different learning individuals in their own minds.

2.2 Multiple Intelligence Theory

Howard Gardner(theory of multi intelligence) divides human intelligence into nine types of intelligence, and believes that each student has nine basic types of intelligence to varying degrees. The different combinations of intelligence show differences in intelligence among individuals. The above can further explain that human intelligence is diversified, and each student has its own potential areas of strength, and has its own learning methods and strategies.[2] Does not support all students to study in the same way and with the same content, and advocates individualized education through new methods such as the Internet on the basis of respect and understanding of students' intellectual characteristics and differences, so that each student can obtain personal optimal development.

3. MANAGEMENT OF KINDERGARTENS IN THE INTERNET ENVIRONMENT IN SOCIETY

The network environment of the kindergarten pays attention to the information collection and arrangement of the "big network" and the reasonable application of the "small network": The network environment can be divided into the Internet (large network) and local area network (small network).[3] The internal network environment of the kindergarten refers to the local area network, that is, The internal information of the kindergarten is intertwined and a channel for obtaining external information. It retains the form of class teaching without interference from external networks, and it is also the main field for children's personalized learning. But where do you get great resources? This requires going to the "big network"-looking for it on the Internet. The Internet serves as a "resources library" for teachers, which provides rich content for teachers' teaching. Teachers will compile the collected information into local area networks based on screening and analysis. The targeted resources, this is because the children have poor self-control, are young, illiterate, and it is difficult to take personalized self-directed learning under the "big network". However, there are also individual differences. In particular, some children in large classes have learned to read and write simple Chinese characters. Teachers can interact with them on the Internet, such as sending and receiving emails, based on their experience level. In general, the best role of the Internet is to provide excellent information support for personalized learning, and kindergarten online learning is mostly carried out in a local area network environment.

4. CHARACTERISTICS OF KINDERGARTEN NETWORK ENVIRONMENT

4.1 The kindergarten network environment not only pays attention to the setting of virtual learning environment, but also pays attention to the maintenance of children's emotions

The primary and secondary school network environment often sets up some virtual situations to promote learning, such as PPT slide instruction, video-assisted language teaching, and so on. Kindergarten network environment can also create the same virtual environment for young children, such as wide roads, vast space, and other scenarios that cannot be realized in kindergartens. These virtual scenes are the key to cultivate young children's imagination and enhance their learning interest. For example, the popular course on safety common sense in kindergartens "Kindergarten school bus ride safety common sense", the wide road in the courseware PPT, vehicles coming and going, and the bright kindergarten school bus together constitute a vivid picture. Toddlers know to be safe on the school bus.

According to the characteristics of children's physical and mental development, the kindergarten network environment pays more attention to the maintenance of children's emotions, especially when children encounter difficulties.[4] For example, in a kindergarten small class thinking activity "fill the cubes", when a child finds a vacant space, the courseware will give a positive evaluation, such as giving a hint of a laughing voice, a smiling face, or a little red flower; When the selected object does not correspond to the corresponding vacant space, the courseware will also adopt different ways to give the child a positive response, such as: "change another?" And other prompts. This not only allows young children to quickly correct mistakes through timely feedback, but also for small class children who are under stress in their hearts, it can avoid the impact of unrest and sad negative emotions caused by mistakes, provide care and comfort, and learn more actively.

4.2 The kindergarten network environment pays attention to the two-way combination of sight and hearing

Kindergarten is the main field of preschool education. The network environment of natural kindergartens should meet the age characteristics of young children. It is not recommended that the teaching courseware has too many texts, but should be fun pictures. For example, in a kindergarten's PPT courseware "Cute Panda", young children can enjoy the beautiful scenery around the Chengdu Giant Panda Breeding Base, a verdant bamboo forest, misty peaks, and various pandas that can be stunned. At the same time, the combination of pictures and sound is also a feature of the kindergarten network environment. For example, kindergartens enjoy the colorful Zhangjiajie scenery through online videos, which makes children interested in local scenery.[5] Combined with the voice introduction, they also know the types of vegetation in Zhangjiajie Scenic Area. Landform and other knowledge, this is the role of vision and hearing.

5. CONCLUSION

With the popularity of the Internet today, it is the general trend to fully integrate preschool education with the Internet. The kindergarten website and related kindergarten virtual communities established by the Nanjing District Kindergarten are the best examples of the development of today's kindergarten Internet. Kindergarten contact information integration and selection, timely communication and exchange, not only promoted the reform of children's learning methods and

content, but also enriched the teaching methods of teachers. However, everything has two sides. Children's personalized learning in the network environment makes it difficult for teachers to monitor their processes. Because children have limited abilities, they also have difficulty controlling themselves. Therefore, such monitoring should be completed by a network monitoring software system.[6] However, judging from the current situation, this aspect is still lacking, and it will take some time to realize it. Once this shortcoming is overcome, the enthusiasm of the two learning subjects of the teacher and the child will be brought into full play, and the two subjects will interact to further advance the personalized learning of the child and build a complete cognitive structure to enable preschool under the Internet environment.

REFERENCES

- [1] Ministry of Education of the People's Republic of China. Guidelines for Kindergarten Education (Trial) [S]. Beijing: Beijing Normal University Press, 2001.
- [2] Ministry of Education of the People's Republic of China. Learning and Development Guide for Children 3-6 Years Old [S]. Beijing: Capital Normal University Press, 2012.
- [3] HQ.Qi. Comprehensive trend of teaching methods for preschool education majors [J]. Educational Research, 2005 (9): 93-96.
- [4] B Yang. Application of Case Teaching Method in the Teaching Methods of Preschool Education Specialty [J] . Education Exploration, 2011 (9): 62-63. 2015 (6): 101-102.
- [5] CL.Suo. Analysis on the "Trinity" Teaching Mode of Pre-school Education Teaching Method Course in Higher Vocational Education [J] . Journal of Anyang Institute of Technology, 2016 (5): 100-103.
- [6] HX.Zhao, YH. Jia. Curriculum Ideas and Teaching Strategies of Preschool Education Major Teaching Method [J] . Journal of Sichuan College of Education, 2012 (7): 6-8.