

Strategies for the Effective Development and Utilization of Kindergarten Network Resources

Deng Zhilong

School of Information Engineering, Shaanxi Xueqian Normal University, Xi'an 710100, China

Keywords: Kindergarten Network Resources, Development and Utilization, Strategies Introduction

Abstract: the innovation and progress of internet technology and information technology have promoted the successful reform of china's education field, and the connection between information internet technology and education has been continuously strengthened. Informatization and network research have also been launched in kindergarten education. The kindergarten's network resources are quite rich, which has produced extremely important values and functions for the development and teaching of kindergartens. In the current pre-school education, the information technology, network technology, and multimedia are used to fully develop, tap, and utilize the network resources of kindergartens to further promote the modernization of kindergarten education. Has become a major development trend of kindergarten education. However, in the process of developing and utilizing network resources in kindergartens, it is found that there are some problems. These problems have led to a reduction in the degree of development and utilization, which has greatly adversely affected the progress of kindergarten modernization.

1. Introduction

The current internet era has affected all aspects of people's life and work, especially education. It has also been greatly affected and developed. The current development of education, the internet, and information technology show a synchronized state. In this context, the development of internet technology and information technology has promoted great changes in the education system. In the face of social progress and development, the scope of education resources has been continuously expanded, so the development and use of education resources has become one of the urgent problems in the field of education. Kindergarten network resources are one of the development and utilization directions proposed under the development of internet technology and education. Kindergartens should be able to stand on the perspective of early childhood development and progress, take valuable online education resources as the development object of kindergarten education activities, and use it as an important link of informationization to build a kindergarten network resource library and for teachers to improve themselves. Information teaching ability and enhancing children's enthusiasm for learning have high value. However, there are currently increasing problems in the extent of its development and utilization. The emergence of these problems also means that the development and utilization of network resources in kindergartens needs to be guided by new theories. Development and utilization provide theoretical basis.

2. Significance and Role of Development and Utilization of Network Resources in Kindergartens

2.1 Speedup the Development of Informationization in Early Childhood Education

The progress and development of early childhood education informationization is a relatively difficult and slow process. Although the current level of informationization has improved and some achievements have been made in the research of education informationization, many problems have still been encountered. The development and utilization of network resources can effectively solve their problems. For example, the current situation of early childhood education in the process of applying information technology is not well positioned. By developing and using it, it is possible to

construct and improve the children's network resource library, further support its teaching work with rich and diversified teaching resources, and further improve the quality level of children's education.

2.2 Expand Kindergarten Education Resources

The construction and development of the current kindergarten curriculum has new ideas to guide it. Based on this, a series of more detailed curriculum theories have been generated, which have brought extremely high value to the construction and reform of the early childhood education curriculum. The effective use and development of its resources can help children to change their learning styles, expand their horizons and patterns to a certain extent, further increase children's interest in science and technology, and further promote children to develop good habits of using the internet. . When carrying out the curriculum reform in kindergartens, through development, we have a good plan and knowledge of the current curriculum construction and reform. Children's internet resources you can develop relevant courses based on the characteristics of children's personality and physical and mental development, and its openness and diversity, allowing parents and teachers to choose among rich resources that can improve children's enthusiasm for learning and interest. Curriculum resources lay the foundation for children's follow-up learning. In addition, children's online resources can effectively make up for past curriculum teaching models, and are in line with the development of the times. Construct and improve the unique advantages, and provide technical support for the development and in-depth exploration of garden-based courses.

2.3 Effectively Improve Teachers' Use of Information

In the context of combining Internet technology with kindergarten education resources, teachers need to be able to have a higher level of information technology. The development and utilization of network resources in kindergartens are inseparable from information technology and Internet technology. Therefore, teachers must have the ability to distinguish good and bad educational resources, choose suitable information teaching aids, and be able to use information technology to effectively organize various teaching activities. These can only be carried out on the premise that teachers have high information literacy. In addition, through the integrated utilization and development of kindergarten network resources, teachers' information literacy can be improved. Teachers can use such platforms and opportunities to obtain corresponding teaching funding opportunities. Based on this, teachers' vision and teaching ideas can be continuously expanded. In the process, new teaching concepts and methods were obtained, and the teaching level was improved.

3. Problems Existing in the Development and Utilization of Kindergarten Network Resources

3.1 Shortage of High-Quality Resources and Low Level of Specialization

Although kindergarten network resources have not appeared for a long time, they have developed rapidly, such as the preschool education network in Shandong, the Jinan Education Centre, and other WeChat public accounts. These resources platforms can release a variety of types of information and exercise their content. It is relatively rich, but the existence of these network resources is not all high-quality content, and the Soviet Union's network resources for children are extremely large, resulting in some of the poor-quality content being confused. In addition, there are some imperfections in the construction of websites and public accounts. The main function of most kindergarten websites and public accounts is to share information, publicize and interact with the public accounts through the website. However, the content and resources contained in these websites and public accounts are rarely used by teachers. In addition, kindergarten network resources have many problems, such as low integration and poor system city. The existence of these problems prevents teachers from using these resources to improve teaching ability or conduct scientific research.

3.2 Unbalanced Resource Allocation and Lack of Authority and Standardization

There is a certain unreasonable phenomenon in the distribution of network resources in kindergartens at present, which shows an imbalanced state. The reasons for these situations are the large regional economic development gaps, uneven distribution of human resources, and different strengths of financial investment. Wait. Some economically developed schools with a high degree of government investment can have sufficient funds and energy to focus on the construction of network resources, but some kindergartens without government financial support and economic development are in a state of disconnection from the information development era. Unable to use excess financial resources and energy to invest in the development of network resources, eventually leading to imbalance in network resources in kindergartens.

In addition, the network and information technology are constantly improving, and the users of the network are mixed. Many information can be published on the Internet without permission and recognition. The quality of these network resources and information itself is difficult to guarantee and it is extremely easy to repeat. As a result, some resources are not fully utilized. In addition, some children's online resources are not authoritative, and their authenticity and quality are difficult to distinguish. As a result, kindergarten teachers are not highly motivated and enthusiastic in using these resources. In addition, the current search engines for various resources are not standardized the resources searched by these engines are relatively gimmicky, but the substantive effective content is less, so the value of these online education resources is lower.

3.3 Children's Information Literacy is Low

The low information literacy of preschool teachers has led to a single form and low ability in the process of developing kindergarten network resources. In the process of organizing teaching activities, some preschool teachers use multimedia in a very casual way, and at the same time, their structure also has this large problem. At the same time, teachers use network resources as a form of reward and maintain discipline in teaching activities. Method, the significance and value of its education is not high, in order to be able to calm down the class, it is to play video. At present, preschool teachers are basically not high-educated, and their main energy is mainly focused on the study and teaching of artistic skills. Therefore, the front-line teaching for a long time, the construction of systematic theoretical knowledge is relatively insufficient. As a result, there are some shortcomings in the knowledge, concepts and related content of online education resources for preschool teachers. Their basic information technology operation ability is low, and the original teaching method is generally used, which is rarely used. Information technology means teaching of courses.

4. Strategies for the Effective Development and Utilization of Kindergarten Network Resources

4.1 Stand in Kindergarten to Actually Develop Its Network Environment Resources

To be able to effectively develop and fully utilize the network resources of the kindergarten, it is necessary to stand on the basis of the reality of the kindergarten, to ensure the individualization and diversification of resource development, and to be able to build the network resources that the kindergarten already has before development. Its network environment. First of all, we must be able to build the physical environment of the network. In the process of development and utilization, the kindergarten should be able to provide relatively complete infrastructure, such as computers, monitoring equipment, and touch all-in-ones. In addition, it should also build themes suitable for network resources, such as network resource activity areas, theme activity areas, and Topics and course content for information technology learning. Because children's own curiosity and nature determine that they pay more attention to unknown things, they can use these devices as an important part of education; in addition, reverse the kindergarten's perceptions and concepts of network resources. In order to allow kindergarten to respect science and technology, the principal of the kindergarten must be able to promote the in-depth exploration and use of children's online

education resources in spirit and action; teachers must use their own demonstrations to enable children to use these Online education resources, and the promotion of children 's use of these electronic devices carrying online education resources can improve the use of efficiency, and give children a certain amount of space and environment, and encourage young children to explore independently and explore the network resources in an active and active form. To learn.

4.2 Improve the Information Level of Preschool Teachers

The current advancement of information technology and Internet technology has led to great changes in educational concepts, and the means and models of education have undergone tremendous changes. New requirements have been put forward for teachers' teaching capabilities and teaching methods, and teachers need to adopt various ways can improve their teaching level and reverse their teaching concepts. Through the interaction of network resources and surveys, teachers can clarify the content and methods of improving their teaching ability. Through teaching research, it can enable preschool teachers to build a network teaching resource system suitable for preschool development. The kindergarten can communicate in a variety of ways using various communication software, forums, course videos, and recording and broadcasting. In addition, the kindergarten should carry out collective training, take the outstanding preschool teachers as the leader, determine the theme of the training, and be able to train newly recruited preschool teachers on network resources, and can also invite well-known and authoritative experts to conduct lectures to further train teachers The combination of practical teaching experience and information literacy theory promotes the teacher's information literacy in this process.

4.3 Establish Related Mechanisms to Promote the Balance and Authority of Online Education Resources

The government must play its leading role, increase investment in the construction and development of network resources in kindergartens, promote the balanced development of network education resources in various regions, and establish related mechanisms, such as financial expenditure mechanisms, institutional mechanisms, and guarantee mechanisms. Can provide protection for the development of online education resources; in addition, it must be able to participate in the construction of children's online resources, especially experts, professors and other authoritative subjects to create more authoritative subjects And high-quality teaching resources, and can monitor the quality of kindergarten network resources through the power of the government and society, report and delete some of the poor quality, low-level, and repetitive educational resources to purify kindergartens Online education resources.

Acknowledgement

Fund Project: A general project on preschool education research of the Shaanxi Provincial Department of Education.

Project Name: Construction of Kindergarten Curriculum Resources in the Big Data Era.

Project Fund Number: YBKT1815.

References

- [1] Liu Nanfang (2018). Strategies for the effective development and utilization of network resources in kindergartens [C]. "Research on the Construction of Teachers' Educational Ability" Scientific Research Compilation (Volume VII): Institute of Educational Science, Chinese Academy of Management Sciences, 1077-1081.
- [2] Luo Lan(2018). Application of network resources in the field of kindergarten arts [J]. Xue Weekly, no.16, pp.167-168.
- [3] Zhao Meihua (2017). Research on the professional growth model of kindergarten teachers under the background of informationization [J]. Educational Observation (Second Half), no. 03, pp.91-92.

- [4] Xiao Xu (2016). Research on the application of information resources in kindergarten education [J]. Road to Talent, no. 31, pp.72.
- [5] Wang Yang. Utilization of Internet Resources in Kindergarten Language Education [J]. Journal of Liupanshui Normal University, no. 02, pp.64-66.
- [6] Han Ying (2014). Improving Teachers' Network Information Literacy and Promoting the Construction of Curriculum Resources in Rural Kindergartens [J]. Education and Teaching Research, no. 06, pp.118-120.
- [7] Wu Chonghan, Zhang Jun, Wang Meiwu (2014). The Power of Parental Participation--Family Capital, Home-school Cooperation and Child Growth [J]. Monthly Academic Journal of Education, no. 03, pp. 15-27.
- [8] Wang Weisheng (2012). Research on the Development of Children's Music Course Resources [J]. Music World, no. 09, pp. 4-6.
- [9] Gao Jing, Zhang Ling (2012). Research on Curriculum Development for Preschool Teachers: A Case Study of Kindergarten in Memphis, Tennessee, USA [J]. Foreign Elementary and Secondary Education, no. 05, pp.51-56 + 44.
- [10] Zheng Fangxia, Zhu Guangzheng (2012). Investigation and Analysis of the Application Ability of Kindergarten Teachers' Information Teaching Software--Taking Zhengzhou Kindergarten as an Example [J]. Education and Teaching Forum, no. 12, pp.200-201.
- [11] Zheng Fangxia (2012). Investigation and Analysis on the Status Quo of Kindergarten Teachers' Modern Educational Technology Ability Training: A Case Study of Zhengzhou Kindergarten Teachers [J]. China Education Informationization, no. 08, pp.13-15.
- [12] Wu Gu, Cai Xiaodan, Zhao Liping (2008). Case study on the development of preschool children's animation cognitive network resources and environment [J]. Library Work and Research, no. 10, pp.106-108.