On the Basic Principles of the Integration of Information Technology and Early Childhood Education

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ABSTRACT. *Early childhood education is the first systematic education that students receive in their life. In the short time of kindergartens, students learn to abide by the rules which make them have social attributes, and understand group cooperation, which has far-reaching significance for students to accept primary and secondary education in the future. Therefore, in the early childhood education stage, teachers need to give students enough humanistic care. By means of information technology, we can help students to find the fun of learning and establish a virtuous circle of learning mode.*

1. Introduction

The application of information technology means in the daily teaching and learning of children can make use of students' audio and video materials to understand the knowledge concretely, especially in the teaching and learning of children. At this stage, students usually have their own favorite cartoon characters. When using information technology to combine the cartoon images with the teaching content, it is very easy to attract students' attention and help students better remember the teaching content.

2. The Role of Information Technology in Early Childhood Education

The role of information technology in early childhood education is not only reflected in school learning, but also of great significance for home school joint education. The purpose of early childhood education is to inspire students' intelligence and help to establish their work and rest habits, which can lay a good foundation for students' future school education [1].

The introduction of information technology can effectively extend the knowledge of students in kindergarten to family education. Students can keep the same learning habits in their families and kindergartens, and apply what they have learned in their lives. At the same time, parents can make more targeted guidance according to the teaching materials given by teachers, combined with their children's own characteristics, to make up for the lack of children's classroom education.

3. Effective Integration of Information Technology and Early Childhood Learning

3.1 Family and School Interactive Joint Information Technology

Students in the early childhood development period need long-term guidance to establish good habits. Therefore, it is very important for the kindergarten to continuously guide students to form good habits through the way of home school association. Kindergartens can establish a "home school WeChat group" to timely communicate with parents about their students' actions during the kindergarten period, so that parents can see their children's growth and progress during the kindergarten period. In addition, we can also publish the contents of the activities held by the class and the kindergarten in the "WeChat group", and ask the parents to practice frequently after the students go home. At the same time, parents can also exchange parenting experience and problems in the process of parenting in "WeChat group" to further establish a good parent-child relationship.

In addition, the language ability of students in this period is not fully developed. When children convey homework tasks to their parents, they often fail to express their ideas clearly. After the establishment of "home school joint WeChat group", it is convenient for parents and teachers to communicate in a timely manner. If there

is any ambiguity in the assignments or tasks conveyed by students, they can ask the corresponding teachers at the first time to greatly reduce the time delay caused by unclear specific tasks.

3.2 Combination of Security Issues and Information Technology

As the children in early childhood are generally younger, parents are more concerned about the safety of students. Kindergartens can start from two aspects, integrating students' safety and information technology. The first aspect is students' daily school safety. The kindergarten can establish an Internet monitoring system to upload the monitoring data of each classroom and corridor to the cloud in real time for storage. After the parents pass the identity verification, they can watch the students' daily activities online, so as to grasp the dynamic of the students at the first time. If conditions permit, the kindergarten can also use the function of human image recognition to set up a fall warning system for students.

The second is the health of students. The kindergarten can establish the "cloud health file" of students, and upload the health status of each student in school to the "cloud disk" designated by the kindergarten on time every month, and require parents to update the health status of their own children every half month. Cloud disk background summarizes the health status of students in the form of big data. Students with food sensitivity or recent illness can be concerned at the first time. Teachers can effectively guarantee the safety of students' activities and physical health through the intervention of information technology.

3.3 Combination of Daily Courses and Information Technology

Teachers are not only the controllers of early childhood education, but also the knowledge imparters of students. Therefore, how to integrate information technology into the classroom is a problem teachers should face. How should teachers make students accept the advantages brought by information technology and not ignore the teaching content [2].

First of all, teachers' integration of information technology into the classroom is bound to attract students' attention and make students in a more efficient learning state. Secondly, the children in early childhood are easily attracted by the pictures, so there is a reversal of priorities. They are easy to remember the characters in the short film but forget the scenes and meanings expressed by the characters in the short film. In this regard, teachers can put forward questions to students before playing the short film, and let students watch the short film with questions.

When teaching students English letters, teachers can prepare the film "Mickey House". But before playing the film, teachers can let students prepare paper and pens, and guide them to accurately write out the "ABC" taught in the film during the watching process. At the end of the film, teachers can check the content one by one, and praise and reward the students who write beautifully and accurately.

4. Conclusion

With the continuous progress of science and technology, the integration of information technology in early childhood education is becoming more and more diversified. In addition to using information technology in the classroom to help students memorize knowledge efficiently and quickly, teachers can also extend the integration of home and school to help students develop good learning and living habits. Under the dual supervision of teachers and parents, students in this period can adapt to campus life and complete their enlightenment education. While fully developing students' intelligence and reducing the difficulty of connecting kindergarten and primary school, it can also lay a good foundation for students to adapt to primary school life in the future.

References

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