

Application of Multimedia Network Technology in Preschool Education Informatization

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Abstract. By means of information, fully integrating high-quality teaching resources and promoting the construction of pre-school education information, it is not only a change of promoting education and teaching mode, but also a vivid embodiment of the scientific upgrade of the concept of home interaction. In the informationization of pre-school education, the full application of multimedia network technology has broadened the space of pre-school education, built a home-based cooperative bridge, and created a new intelligent pre-chemical education environment, the ecology of preschool education has been completely reconstructed. This paper analyzes the application value of multimedia network technology in preschool education informatization, and puts forward some concrete application strategies.

Keywords: Multimedia; network technology; preschool education; Information; Application Strategy

In the informationization of preschool education, the full application of multimedia network technology will improve parents' information literacy on the basis of further strengthening the cooperation between kindergartens and parents, to help young children to develop good habits and positive attitude in the application of information technology, and promote preschool education to achieve high-quality, intelligent development.

1 The application of multimedia network technology in preschool education informatization

Multimedia technology can make children experience a more vivid audio-visual image in the learning process, teaching content more infectious, and further enhance the children's learning interest and learning enthusiasm. In order to let the child can understand the kindergarten clearly, the child care teacher may use the information multimedia technology to make and the teaching content related courseware. For example, play the kindergarten lawn, restaurants, playrooms and other places of video material. Then the teacher can show the video and explain it to the child at the same time. The child's attention is attracted by the content shown and the teacher's explanation. This teaching mode directly stimulates the child's audio-visual organ, children will be able to more directly understand the style and features of the kindergarten, the corresponding interest and learning enthusiasm will be promoted.

The application of multimedia technology in preschool education makes the difficult

teaching contents easier to understand and the more abstract problems more concrete, the teaching difficulty and the key point more concrete, the visualization and the visualization displays, promotes the young child to carry on the observation and the understanding better. For example, in order to give young children a clearer experience of the hard work of workers and to cultivate their love of work, teachers first let young children discuss in small groups and ask them who built the beautiful lawn in the garden, teachers can then use multimedia technology to show children videos of workers cleaning garbage, building and mowing lawns, and then ask children to observe and discuss and answer the question. In this process, the teacher should interact with the child, after receiving the feedback from the child, the teacher should give full encouragement and affirmation, so that the child will form a good emotional experience.

Today's education requires that the principal position of young children should be highlighted and respected in the actual teaching process. Educators should further mobilize children's subjective initiative and stimulate their enthusiasm and enthusiasm for learning, let the child become the main body of the classroom, can study and explore independently. The application of multimedia technology in teaching can not only make the key and difficult points in teaching easier to solve, but also have a positive impact on the broadening of children's vision and the diffusion of children's thinking. At the same time, the use of multimedia technology, children can better participate in the classroom to play their best learning state. For example, when a teacher teaches a class about the beautiful homeland and perception of the hometown, the hometown emotion is difficult for young children to understand, and children's minds are still developing at the stage of preschool education, if the teaching content is abstract, then even if the teacher has the superb teaching art, also can not solve the teaching difficulty effectively. But through the use of multimedia technology, to provide children with rich image materials, and then supplemented by music and teachers' explanations, children will have an immersive emotional experience, and they will have a strong interest in their hometown, it is easier to learn this part of the content and the teaching effect is improved.

2 The application principle of multimedia network technology in preschool education informatization

In the use of multimedia technology should have a clear understanding, the use of its purpose and the process of integration with kindergarten teaching to think rationally. In order to give full play to the advantages of multimedia information technology, the following basic principles of applying multimedia technology in kindergarten teaching are put forward.

2.1 Scientific principles

The integration of multimedia technology and kindergarten teaching is not simply a make-do, but an organic combination of technology and teaching, which requires teachers to integrate multimedia technology organically into the teaching process and realize the functions of various teaching factors, in the teaching process to play a natural auxiliary role of multimedia technology, rather than rote use of multimedia technology, that is, technology for technology. On the one hand, teachers should select and use multimedia courseware scientifically. Teachers should choose the courseware according to the teaching content and the teaching goal, and apply these suitable courseware to the teaching activity through careful teaching design. In the application process, we should also pay attention to the adaptation and secondary processing, because a completely fixed courseware in the

classroom is lack of vitality, teachers must make creative revisions and edits based on the teaching content and the actual situation of the children in the class. On the other hand, teachers should strengthen the consciousness of teaching design. In the teaching design of multi-media course, we must have the consciousness of integrating information technology with teaching. We can not use multi-media technology as a demonstration tool and simply use it to "create an ideal teaching environment", instead, we should adhere to the teaching concept of people-oriented, and carefully analyze the teaching contents, teaching objects, multimedia technology and other teaching elements involved in the teaching activities, pay attention to consider the function and characteristic of each element synthetically, avoid mechanical combination, repeated combination or blind combination.

2.2 The principle of purposiveness

The application of multimedia technology in the teaching process of kindergarten is to make multimedia technology serve the teaching, promote the reform of teaching and learning methods, and make it not only beneficial to the teachers' teaching, but also to the children's learning. Therefore, teachers should make it clear that multimedia technology can only be used as a teaching aid in teaching activities, and must overcome the dependence of the whole teaching activities on multimedia technology, avoid simply using new technology to move books and blackboards onto the screen, thereby simply turning "human" into "machine". Only by properly handling the relationship between multimedia technology and kindergarten teaching, making various teaching methods complement each other, and using multimedia technology in key points, can we finally achieve the goal of improving teaching effect. It is worth noting that the use of multimedia technology is also based on the needs of teaching, kindergarten teaching is a lot of teacher-student interaction, not every teaching activities need to use multimedia technology.

2.3 Developmental principles

As we all know, with the development of liberal education, the integration of multimedia technology and teaching has become a hot topic in the current curriculum reform. Different from the curriculum of primary and secondary schools, kindergarten curriculum has the characteristic of "life-like", which is the sum of all kinds of activities of children. At the same time, the biggest characteristic of modern information technology is its rapid development, teachers should realize that the integration of multimedia technology and kindergarten teaching is not a static process, but a dynamic process of continuous development and change, this requires teachers to firmly establish the concept of "child-oriented development", constantly update the concept of information technology, flexibly apply and innovate multimedia teaching methods, and make good use, flexible use and practical use of multimedia technology, give full play to the role of information technology in promoting kindergarten curriculum reform.

3 The application of multimedia network technology in preschool education informatization

It is an important goal of kindergarten education to cultivate children's interest in learning, their interest in feeling and expressing beauty, and their basic ability of using sense organs correctly. In today's rapid development of the information age, the application of multimedia technology has greatly promoted the realization of the above-mentioned teaching objectives.

3.1 Arouse interest and children's desire to learn

Psychological research shows that 3-6-year-old children tend to focus on unintentional attention, attention is unstable, accompanied by emotional progress, dull pictures, word-of-mouth teaching mode, it is difficult to attract children's attention. For young children, interest is often their direct motivation to learn. However, interest and motivation are not inherent, but through the novelty of external things, unique to meet the psychological needs of children to explore caused. The rational use of multimedia can better stimulate children's interest in learning, only when children have a strong interest in activities, the brain in a state of excitement, children will actively participate in activities. For example, the teaching purpose of the children's song "Clouds and wind" is to stimulate children's interest in beautiful literary works and cultivate children's ability to appreciate them, develop young children's imagination and language skills. The dynamic effect is more in line with children's hyperactive and curious psychology, which naturally stimulates the interest of learning, thus further guiding the children to the next step of learning, to achieve the goal of teaching. Most children like to watch TV animation is actually the psychological interest and curiosity to attract the child's attention. It is a great advantage of multimedia technology to arouse children's learning interest, enthusiasm and initiative, and make children study happily in a lively atmosphere.

3.2 Create situations to enrich children's thoughts and feelings

The use of multimedia technology can create a relaxed and pleasant learning atmosphere for young children and create a lively experience situation, which is conducive to stimulating their interest in literary and artistic works and natural science, so that children feel the works of art and the love of nature, awe, from which received emotional education. In this regard, there have been many kindergartens have tried, practice shows that this is an effective way of education. Taking ancient poetry education as an example, many ancient poems praise the unique scenery and scenery of the season. In order to enable young children to deepen their impression of the scenery and the understanding of the poet's feelings, making use of multi-media to add pictures to these ancient poems to make them become a vivid video, creating various poetic and picturesque situations contained in the ancient poems, and reducing the poet's emotions into a beautiful and vivid short story, improve children's understanding of ancient poetry.

3.3 Visual demonstration to promote children's understanding of teaching contents

Children's psychological and physiological characteristics determine that pre-school teaching activities should be adopted intuitive teaching methods. The introduction of multimedia into the classroom can realize the combination of words, images, sounds and animations, and make the original abstract and boring knowledge become vivid and vivid, especially in the aspect of cognition of the micro-world, it can make a huge difference. Take the teaching of common sense activities as an example, some natural phenomena are not easy to see at ordinary times, can not make children experience and understand, the key points and difficulties in the curriculum are not easy to break through. For example, the teaching goal of "the formation and harm of thunder and lightning" is to let children know that Thunder is a natural phenomenon, to improve children's awareness of preventing thunder and lightning injuries, and to master the basic knowledge of preventing thunder and lightning injuries. This lesson teaching relies on the traditional teaching pattern to achieve the teaching goal very hard. First, through organizing and watching the video materials

such as "the birth of thunder and lightning", "taking shelter from rain under big trees" and "treading water in the fields", the teachers set up a scientific point of view by giving young children a preliminary understanding that thunder is a natural phenomenon, at the same time, I also know the danger of thunder and lightning and set up a sense of self-protection.

3.4 Lively and lively to promote children's sensory development

Maria Montessori has developed a number of sensory education textbooks and teaching methods to help young children develop sensory ability, that is, to provide brain stimulation to develop intelligence. Most children like to watch animation, animation is actually the video, music or language on the children have a stimulus, and easy to follow the program to learn the contents. Take the common sense activity "know the rainbow" as an example: it often appears in the summer after a thunderstorm, the clouds in a large number of water gathering, through the refraction of sunlight, there will be a beautiful rainbow in the sky. According to their identification, playing the rainbow component courseware made by the teacher in advance, the red, orange, yellow, green, blue, blue and purple colors can be shown in turn, and finally the seven-color rainbow can be formed, at the same time guide students to pay attention to the order of the various colors. The repeatability of multimedia allows children to watch the process over and over. Watch the end of the children can be organized to draw their own rainbow with a color pen, so as to achieve the effect of exercise ability.

4 Conclusion

Preschool education is a special education cause, kindergarten is the starting point of every child's education, all kindergarten teachers play a role as a life teacher, which is very important for children's learning and growth. Therefore, as a teacher, one must have a relatively high comprehensive quality and be able to give full play to oneself professionally. At the same time, a kindergarten teacher must keep pace with the times and be constantly integrated with the times, the education informationization and the preschool education effective union, realizes the preschool education informationization, realizes the teaching to face the future.

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