

Strategies for Promoting High-Quality Development of Rural Preschool Education in Henan Province Through Education Digitization

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Abstract: With the rapid development of information technology, education digitization has become an important trend in global education development. This paper analyzes the current situation and challenges of rural preschool education in Henan Province, expounds the advantages and opportunities of education digitization, and proposes strategies for promoting the high-quality development of rural preschool education through education digitization, in order to provide references for improving the level of rural preschool education in Henan Province.

Keywords: Education digitization; Rural areas; Preschool education; High quality

1. Introduction

In today's era of rapid digital development, the field of education is constantly undergoing changes. Rural preschool education, as an important part of basic education, its development level is directly related to the future growth of rural children and the sustainable development of rural areas. However, Henan Province, as a populous province and a major agricultural province in China, rural preschool education has always been a weak link in education development. How to use education digitization to promote the high-quality development of rural preschool education in Henan Province is an urgent problem to be solved.

2. Difficulties faced by the digital development of rural preschool education in Henan Province

2.1 Insufficient investment in digital teaching

The economic development of rural areas in Henan Province is relatively backward, and educational investment is insufficient, resulting in a large gap between kindergartens in rural areas and those in cities in terms of hardware facilities, teaching staff, and teaching resources. The network infrastructure in rural areas is weak, the information technology equipment in kindergartens is insufficient, and teachers' application ability of information technology is low, which restricts the promotion of education digitization. Taking electronic whiteboards as an example, purchasing and installing electronic whiteboards requires a certain amount of capital investment. However, rural kindergartens have limited funds and are difficult to bear these costs, resulting in teachers being unable to use advanced electronic whiteboards for interactive multimedia teaching.

2.2 Limited digital teaching resources

Rural preschool teachers have relatively narrow channels to obtain digital teaching resources. Compared with urban teachers, they may know less about professional educational resource websites and online course platforms. Many rural teachers mainly rely on sharing among colleagues or resources accidentally discovered online to prepare lessons, lacking systematic channels for obtaining resources^[1]. This makes it difficult for them to obtain the latest and most suitable high-quality resources for preschool education, such as high-quality animated teaching videos and interactive teaching software. Many existing online teaching resources are designed for urban children and do not sufficiently consider the living reality and cognitive foundation of rural children.

2.3 The quality of teaching teams needs to be improved

There is a shortage of teachers in rural kindergartens, the educational level is relatively low, the professional quality is not high, and there are few training and promotion opportunities, which affect the improvement of teaching quality. The application ability of information technology of rural preschool teachers is generally low. Many teachers may only be able to use computers for text processing and basic courseware production simply, and are not proficient in operating complex teaching software and online teaching platforms. Coupled with the relatively traditional teaching methods in rural kindergartens, which are mainly teacher-centered and lack interactivity and interest, it is difficult to stimulate children's learning interests and enthusiasm.

2.4 Insufficient awareness of home-kindergarten co-education

Parents in rural areas do not pay enough attention to preschool education and have less communication and cooperation with kindergartens, which is not conducive to the all-round development of children. Many parents believe that preschool education is mainly the responsibility of kindergartens, and they only need to take care of children's daily lives. They are not enthusiastic about participating in preschool education through digital means. Since Henan Province is a major province for labor export, there are a large number of left-behind children in rural areas. Left-behind children lack the care and education of their parents and are prone to psychological problems and behavioral deviations, which brings great difficulties to preschool education. This to a certain extent affects the promotion of digital home-kindergarten co-education, making it difficult for home-kindergarten cooperation activities carried out by kindergartens through digital platforms to achieve the expected results.

2.5 Imperfect teaching management system

The digital management system construction of rural kindergartens is imperfect. Many kindergartens still stay in the traditional stage of manual recording and simple spreadsheet management and have not established a complete set of digital management systems including child information management, teaching management, and safety management^[2]. This makes kindergartens deficient in management efficiency, resource allocation, and decision support. Due to the unbalanced economic development between urban and rural areas in Henan Province, there is a large gap between urban and rural preschool education. Urban kindergartens have advanced educational concepts, rich teaching resources, and high-quality teaching staff, while rural kindergartens face many difficulties and challenges.

3. Strategies for promoting high-quality development of rural preschool education in Henan Province through education digitization

3.1 Digitization of teaching resources

In rural preschool education in Henan Province, digital development makes teaching resources more abundant and diverse. Through network platforms, a large number of digital teaching materials such as pictures, videos, audios, and animations can be obtained. These materials cover multiple fields such as natural science, social culture, and artistic aesthetics, and can vividly display teaching content and stimulate children's learning interests. For example, teachers can use digital animations to show the living habits of animals and let children understand nature more intuitively; by playing children's song videos, cultivate children's music perception ability and language expression ability. Digitalization breaks through geographical limitations and enables rural kindergartens in Henan Province to share high-quality curriculum resources. Advanced teaching concepts and curriculum designs of urban kindergartens can be transmitted to rural areas through online platforms, providing references for rural preschool teachers. At the same time, rural kindergartens can also develop curriculum resources with local cultural connotations in combination with local characteristics and share and exchange them with kindergartens in other regions through the network to achieve mutual access to resources.

3.2 Digitization of teaching models

In the process of digital development of rural preschool education, interactive multimedia teaching has become an important teaching model. Teachers use multimedia equipment such as projectors and electronic whiteboards to present teaching content to children in a more vivid and interesting form. For example, in reading area teaching, take the classic little story "Mend the Fold after the Sheep Are Lost" with deep meaning as an example. Since children's reading is mainly picture reading, teachers can screen various story versions of "Mend the Fold after the Sheep Are Lost" on the Internet, collect vivid images and materials with audio book functions, and then play this story in class with multimedia. The advantage of multimedia is that it can tell audio stories very vividly, immerse children in the story, listen happily, and at the same time, teachers can pause appropriately to ask questions to children, "Children, why were the sheep lost for the first time?" "Children, why were the sheep still lost the second time?" "What would you do if it were you?" and so on. Audio books themselves are relatively vivid, which not only frees up the teacher's reading process, allows

the teacher to focus on asking questions to children and prepare for the later teaching, but also enables the teacher to guide children to think and discuss with questions, achieving better classroom effects. With the help of audio books, reading story teaching will become more vivid and image, and the teacher's cadenced narration also makes children deeply involved in it, enjoy the classroom, and improve learning effects.

3.3 Digitization of teacher training

Rural preschool teachers in Henan Province can participate in various online training courses through the network to obtain professional knowledge and teaching skills. These training courses cover various fields of preschool education, including educational psychology, instructional design, and teaching methods. At the same time, teachers can also use online learning resources such as educational forums, academic journals, and teaching case databases for independent learning and research to continuously improve their professional qualities. Digitalization provides a platform for communication and cooperation for rural preschool teachers. Teachers can communicate and share with teachers in other regions through channels such as online education communities and WeChat groups, jointly discuss problems encountered in teaching, and share teaching experiences and teaching resources. This communication and cooperation not only helps the growth of individual teachers but also can promote the overall improvement of rural preschool education.

3.4 Digitization of home-kindergarten co-education

Establishing a home-kindergarten communication platform is one of the important contents of the digital development of rural preschool education. Through platforms such as WeChat official accounts and parent groups, parents can timely understand children's learning and living conditions in kindergartens and communicate with teachers. Teachers can also push parenting knowledge and educational activity information to parents through the platform to guide parents to actively participate in preschool education and realize home-kindergarten co-education. Using digital means to carry out parent-child activities, such as online parent-child reading and parent-child games, can enhance the interaction and affection between parents and children. At the same time, these activities can also increase parents' understanding and participation in preschool education and promote the all-round development of children.

3.5 Digitization of education management

In rural preschool education in Henan Province, establishing an information management system can improve the efficiency and level of education management. The management system can include modules such as child information management, teacher management, teaching management, and safety management, realizing digital management of all aspects of kindergarten work. For example, through the child information management module, basic information, health status, and learning progress of children can be conveniently recorded, providing a basis for personalized education. The teaching management module can help teachers formulate teaching plans, record teaching processes, and evaluate teaching effects. Managers can formulate reasonable educational policies and development plans according to the results of data analysis, optimize the allocation of educational resources, and improve the overall quality of rural preschool education.

In conclusion, digitization has brought new opportunities and challenges to rural preschool education. By giving full play to the advantages of digitization, the quality of rural preschool education can be effectively improved, educational equity can be promoted, and a solid foundation can be laid for the future development of rural children. This requires the joint efforts of the government, education departments, kindergartens, teachers, parents, and all sectors of society to provide support and guarantee for the digital development of rural preschool education and promote rural preschool education in Henan Province to continuously reach new heights.

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