# Informatization Analysis of Preschool Education in the Context of Big Data

Youyin Mo, Ya Feng

**Chongqing Preschool Education College, Chongqing, 404047**

*Abstract:* Preschool education informatization under the background of big data refers to the application of information technology under big data in the process of preschool education and teaching, so as to improve the adaptability of preschool education to social development. However, under the current big data background, there are problems such as unbalanced resources in the development of preschool education informatization. In view of this, it still needs continuous efforts to promote preschool education informatization under the background of big data. Therefore, teachers need to promote the deep integration of informatization and preschool education in the context of big data to improve the teaching effect.

*Keywords:* Big data technology; Preschool education; Promotion of information technology

## 1. The Definition of Preschool Education

Before exploring the informatization of preschool education in the context of big data, it is necessary to clarify the concept of preschool education. At present, the concept of preschool education in China is widely believed to refer to the children from birth to entering primary school, which is called preschool education and teaching activities. However, it is still necessary to divide children receiving education at this stage into infant vocational students and vocational students. Preschool education refers specifically to the stage of early childhood education, that is, the education content that children receive in kindergartens, families or society. Preschool education can be said to be the basis of education in China, and it is the preparatory education for children before entering formal primary school learning activities. In the context of big data, preschool education informatization refers to the process of building education for this part of higher vocational students, using big data information technology to achieve the development and optimization of education and teaching resources, improve teachers' comprehensive quality, and promote higher vocational students to accept the modern preschool education process. In actual teaching, preschool education teachers can combine big data to build an information system, realize data collection, optimize teaching resources, optimize the learning configuration of vocational students, and improve their own information literacy to improve the effectiveness of teaching.

## 2. Information construction of preschool education under the background of big data

### 2.1 Building information system to collect data

Under the situation that big data technology is widely used in various fields, it is possible to build an online data transmission and collection mode. When building an information system, you can combine big data technology to comprehensively obtain information. In this process, teachers or senior students' parents, etc. Just log in to the system built by preschool education to observe and transmit data. At the same time, before the construction of the information system, preschool education needs to analyze the actual situation of its own teaching, so that the data to be entered in the system can be clear, so that accurate and accurate data can be built in the data collection, so as to reasonably achieve data collection. As far as the resources required for preschool education are concerned, in order to realize the informatization of preschool education under big data, it is necessary to collect basic information about higher vocational students' educational institutions, as well as the attributes of higher voca-

tional students' education, teachers' teams, teachers' power structure, the number of higher vocational students, the number of classes, teaching facilities and teaching tools.

## 2.2 Establishing the Evaluation Model of Educational Resource Allocation

Under the background of big data, preschool education is constructed informationally. Resources are optimized, the coverage of preschool education resources are expanded, and the actual utilization efficiency of preschool education resources are improved by comprehensively understanding the actual situation of education resource construction and preschool education allocation, and combining different perspectives for analysis. Through big data analysis, it can be concluded that there are some deficiencies in the construction and allocation of teaching resources for preschool education majors, which mainly depends on the gap between regions where preschool education is located[1]. Different regions will lead to different configurations. Therefore, when dealing with practical problems, the focus of preschool education resources construction between the two is different. Especially under the condition of better regional development, the construction of preschool education resources will be affected by various factors such as the demographic and economic conditions between regions. Therefore, the analysis is also difficult. In view of this, we only analyze preschool education in small areas. The optimization of preschool education construction can make a comparative analysis between regions, and upgrade and transform preschool education according to actual characteristics and internal education resources. Among them, the optimization of preschool education resources among small regions is specifically reflected in strengthening the communication of preschool education among regions, building interactive learning for teachers, and improving the flow mechanism of preschool education personnel.

## 2.3 Presenting Massive Knowledge Information for Higher Vocational Students

The construction of preschool education informatization under the background of big data should not only be in the management of preschool education, but also in teaching. The main feature of preschool education informatization based on big data is the universality of teaching resources. The preschool education informatization teaching content resources under the background of big data are not limited by the location of the campus classroom. You can obtain a large number of learning resources only by searching, which is undoubtedly beneficial to preschool education. Then teachers can combine the personality characteristics of vocational students, calculate through big data, and collect corresponding teaching resources, Ensure that these teaching resources are consistent with the personality of vocational students. To attract the students' attention in the shortest time. In classroom teaching, appropriate teaching extension shall be carried out in combination with teaching content, and science popularization shall be carried out in combination with extracurricular knowledge. After the whole teaching activity, preschool education teachers can also reserve a certain time to group higher vocational students, guide them to explore and communicate within the group, share their learning experience and experience, and improve their communication ability and thinking ability.

## 2.4 Improving preschool teachers' information literacy

## 2.4.1 Scientific management and evaluation, establishing correct education values for higher vocational students

In order to improve students' information concept and promote students to become lifelong learners, the country has established corresponding standards, in which it is clear that higher vocational teachers and students need to have a certain level of big data information operation and teaching skills. However, the information literacy of teachers was not investigated when recruiting and employing teachers in higher vocational colleges, which resulted in relatively poor information literacy of teachers. In view of this, higher vocational colleges can combine the information literacy inspection content in the subsequent recruitment of teachers, so as to urge existing teachers to actively improve their information literacy, and at the same time, they can choose higher vocational teachers with high information literacy to improve the teaching effect in management. In the current campus teaching assessment, there is also a lack of evaluation of teachers' information literacy, which leads to less use of information technology by teachers. Therefore, relevant teaching management departments can increase the evaluation and evaluation of information technology, encourage teachers to improve their information literacy, optimize higher vocational education, improve students' information literacy, and help preschool education professional information construction in the context of big data.

## 2.4.2 With the help of multiple channels, strengthening the standards of information environment construction and formulate corresponding safeguard measures

In order to help higher vocational teachers improve their information literacy, so as to promote the preschool education

of higher vocational education into the era of big data. In the early stage, higher vocational schools built information-based teaching courses, training and big data teaching training on campus. It has built a vivid, practical and easy to learn big data information teaching classroom for all teachers in higher vocational schools. This training content is intuitive, specific and easy to understand, which enables all preschool education teachers to have a more comprehensive and in-depth understanding of the information based teaching construction under big data, and master how to use big data technology to enrich preschool education curriculum teaching. At the same time, I feel the unique teaching charm of big data technology. When using big data teaching methods, teachers need to invest more teaching energy. Therefore, in the initial stage of learning this teaching content, vocational teachers have gone through a long process of exploration. In the primary stage of this teaching method, vocational teachers cannot realize the convenience of big data thinking for daily work, and may even think that learning big data information teaching is a burden for teaching. In view of this, the responsible department of the school needs to strengthen the construction of the information environment. Improve the learning enthusiasm of higher vocational teachers, provide more convenient online environment for teachers, and provide abundant big data information teaching equipment to help teachers improve their information literacy.

### 2.4.3 Giving Full Play to the Effectiveness of Platform Construction and Improving the Informatization Training System for Teachers in Higher Vocational Colleges

Strengthening the training of big data information technology and the construction of independent learning platform for teaching resources is also the main way to improve the teaching ability of higher vocational teachers. In teacher training, it is necessary to strengthen the proportion of information technology training, so as to make preschool education teachers realize that information technology is the basic teaching quality that every teacher needs to have in the new era. Therefore, it is necessary to improve their own quality so that every student can receive information technology training and actively learn in the learning platform. After learning, design teaching courseware based on the platform, collect teaching resources, write teaching reflection, etc. , in order to find teaching deficiencies, improve the teaching process, and improve the teaching effect of preschool education[2].

## 3. Conclusion

In short, the informatization of preschool education and teaching is the demand of education and teaching reform, and it is also the inevitable trend for preschool education to conform to the development of the times. Preschool education is the beginning of preschool education. The construction of preschool education informatization in the context of big data is the main way to help teachers improve their information literacy and catch up with the development of the times. It is also the main way for the comprehensive informatization development of preschool education in schools. In view of the need for this school to build a corresponding data mobile phone platform in combination with the construction of big data informatization, reasonably allocate teaching resources, and improve teachers' quality of love and blood. In this way, preschool education can get better development and progress in the context of big data informatization.

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