Research on the Influence of Computer Information Technology on Rural Preschool Education

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Abstract. With the continuous deepening of my country's education reform, the rural preschool education and teaching model is also undergoing tremendous changes. Due to the problem of educational concepts, preschool education in rural areas as a whole is still very backward. In addition, because the current kindergarten information equipment and methods are still relatively backward, teachers and students lack interest in this new teaching method and other reasons [1]. As a result, many schools still use traditional teaching materials as the main method of teaching, and it is one of the feasible and effective programs to optimize this situation by using information technology. With the development of basic education reform in our country, kindergarten teaching also needs continuous innovation and reform, and rural preschool education is the most important, characteristic and competitive curriculum in the early childhood stage. In preschool education, the classroom teaching mode is a combination of "teaching" and "playing" [2]. Among them, gamification, as one of the main methods, can effectively improve students' interest and enthusiasm in learning. Combine information technology with traditional classrooms, integrate modern science and technology into classrooms, and carry out teaching reforms. Multimedia technology can enrich the content, and information technology can promote the connection between knowledge points, etc. And more and more people pay attention and research. This article mainly analyzes and studies the influence of computer information technology on rural education [3].

Keywords: Computer Technology, Information Technology, Rural Preschool Education

1. Introduction
With the progress of the times, the education system continues to innovate. The state calls for strengthening the development of preschool education in rural areas and improving the educational concept in rural areas. Balance the serious imbalance of educational resources in rural and urban areas, and narrow the gap in educational achievement between urban and rural areas [4]. Allow rural areas to carry out pre-school education during children’s early childhood and improve the overall education level in rural areas. Nowadays, kindergarten teaching pays more and more attention to the all-round development of children's health, thinking, and skills. Promote the modernization of rural preschool
education and gradually keep up with the trend. Meet the requirements of the times and meet the needs of the country [5]. And the development direction of modernization is not just the use of modern teaching equipment. It is to improve the overall educational system, educational concepts and methods of teaching.

To carry out educational reforms, new technologies need to be added, and it is a general trend to add information technology to the preschool education classroom. Promote the reform of the rural preschool education system to better train children in rural areas and help them become high-quality talents. The thinking of children in rural areas is more active and abstract, but lacks logic. This requires teachers to make full use of network resources to help them better understand the content of knowledge and master learning methods [6]. Give full play to the advantages of computer information technology, and quickly and comprehensively improve educational resources for teachers and students. Nowadays, there are more and more applications of information technology in education and teaching, but teachers in rural preschool education still have some problems with the use of information technology in classroom teaching [7]. Need to be researched and improved.

2. Research Introduction

2.1. Problems in rural traditional preschool education

There are many problems in traditional preschool education in rural areas (For example Figure 1), and the overall teaching level is very low. It is not conducive to cultivating the overall development of students in all aspects, and there is no good teaching effect. The teaching efficiency is also very low and cannot meet the needs of the current rural preschool education groups [8].

There are obvious problems that the conditions for running a school are simple, the teaching staff is weak, and there are no professional teachers for long-term teaching work. And as the main thing is that the concept of education is very backward, many parents in rural areas believe that preschool education has no learning effect, and there is no need to learn. This has led to a lack of students and teachers in the rural preschool education industry, and thus lack of funds and are not taken seriously.

![Figure 1. Problems with the traditional model](image)

2.2. The significance and purpose of the research

The traditional rural preschool education has many problems, and the teaching system needs to be reformed. Then it is necessary to conduct preliminary investigation and research first, find the problem, and make improvements to the problem and propose solutions. The conditions for running preschool education in rural areas are simple (for example Figure 2), and educational concepts are backward.

In order to reduce the gap between rural and urban educational resources, and improve the development of rural preschool education. Improve the teaching efficiency of rural preschool education, and effectively provide rural children with a better learning environment and learning conditions during the preschool period.
3. Reform the teaching system

3.1. Apply computer information technology to preschool education
It is necessary to combine modern teaching methods with traditional teaching methods to promote the modernization of rural preschool education. Applying computer information technology to rural preschool education can effectively improve teaching efficiency and ensure the smooth development of teaching work. The use of this technology can integrate curriculum resources and broaden the scope of knowledge that students understand. The image, text, sound and other elements are integrated to carry out teaching work vividly. Attracting students' interest in learning, it can also make up for the lack of teachers' teaching level [9].

3.2. The impact of computer information technology on rural preschool education
The reform of teaching is a new attempt, and it has both good and bad aspects (for example Figure 3). The overall impact of computer information technology on rural preschool education tends to be positive. But there are also some problems, and some shortcomings have been exposed. Still need to improve. The good thing is that it has promoted rural preschool education and developed in the direction of modernization. With certain teaching results, more students are attracted to study. It has changed the stereotyped and uninteresting teaching method in the traditional teaching mode, and can allow students to learn in a relaxed and pleasant environment.

The bad part is that it is restricted by various factors. The use of computer information technology in teaching has not been carried out very smoothly, the funds in rural areas are insufficient, the teaching level of teachers is low, and there is bad information in online education resources [10].

4. Conclusion
With the continuous deepening of education reform in our country, preschool education plays an
increasingly important role in the healthy growth of children. The application of information technology in education and teaching is a brand-new, new and effective teaching mode [11], which can help teachers improve classroom efficiency and students' interest in learning. Easily and vividly teach, reduce students' learning pressure.

Promote the modernization and internationalization of rural preschool education, and carry out innovative reforms of the education system. Keep up with the trend of the times and meet the country's demand for rural preschool education. But due to the relatively backward economic development in rural areas and other reasons. And there are many problems in the process of preschool education informatization, which lead to unsatisfactory results. In addition, teachers’ inability to effectively use information technology to carry out activities, lack of rational use of multimedia resources for interaction, and other issues have affected the effects of information technology on the design and implementation of traditional kindergarten curriculum. Continuous improvement is needed to promote the sustainable and sound development of rural preschool education.

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