

Research on the Current Status of Information Technology Application in Folk Art Teaching Activities in Kindergarten Large Class

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Abstract:

In the teaching activities of folk art in kindergarten, intuitive and sensory experience plays an important role. However, the existing teaching models mostly rely on traditional teaching methods, such as simple handmade demonstrations and imitations, which make children have a shallow understanding of folk art and lack in-depth cultural exploration and personalized creation. Therefore, in order to better adapt to the development needs of preschoolers in large classes, information technology should be integrated into folk art teaching activities, and through vivid, intuitive, and accurate learning resources, children's horizons for learning folk art should be broadened. Through questionnaire survey research and observation results, it was found that information technology has advantages in teaching folk art in kindergarten senior classes: information technology can optimize the teaching environment of folk art activities and improve the subject status of young children. At the same time, some problems have been discovered: teachers have a low understanding of the application of information technology in folk art activities in large classes; The application time of information technology in the teaching activities of folk art in large classes is too long; The application frequency of information technology in the summary section of folk art activities is relatively low; The application of multimedia elements in folk art teaching using information technology is unreasonable. To address the above issues, suggestions are proposed: establish a correct information technology teaching concept in folk art education; Reasonably utilize information technology based on the age characteristics of young children and teaching objectives; Increase the application of information technology in the summary section of folk art teaching; Combining folk art teaching content and selecting appropriate multimedia elements; Regularly conduct training to improve the quality of information technology application in folk art teaching.

Keywords:

Information Technology, Kindergarten Senior Class, Folk Art, Teaching Activities

1. Research Background

1.1. National policies support the development of information technology in preschool education

With the development of technology and the advancement of education reform, national policies are increasingly emphasizing the development of information technology in preschool education. In recent years, the national and local governments have paid high attention to the informatization of preschool education and formulated a series of policies to promote the rapid development of preschool education informatization. As stated in the “Professional Standards for Kindergarten Teachers (Trial)” released by the Ministry of Education in 2011, preschool teachers need to master knowledge of information technology. The 2012 “Ten Year Development Plan for Educational Informatization (2011-2020)” emphasized the importance of promoting the comprehensive improvement of kindergarten informatization construction and application level, including infrastructure, teaching resources, software tools, and application capabilities. The 2019 “Modernization of Education in China 2035” emphasizes the importance of building new education curricula and teaching models, education service supply models, and education management models based on information technology. The purpose is to promote the deep integration of information technology and educational curriculum governance, encourage schools to use information technology to innovate and reform education talent training models and curriculum teaching methods, and gradually improve and realize the comprehensive application of information-based teaching. [1] These policy documents reflect the country's emphasis on the informatization of preschool education, while also promoting the development and reform of traditional kindergarten curriculum education. So we should actively respond to policy requirements, actively apply information technology in teaching activities in kindergartens, and promote the development of information technology in preschool education.

1.2. The demand for the application of information technology in folk art teaching activities in kindergartens

Folk art has its unique charm. It is a visual art that contains rich cultural connotations and regional characteristics, emphasizing the intuitive perception and emotional resonance of beauty. In the teaching activities of folk art in kindergarten, intuitive and sensory experience plays an important role. However, current kindergartens often rely too much on traditional teaching methods in folk art activities, such as simple handmade demonstrations and imitations, which makes children's understanding and experience of folk art relatively superficial, lacking in-depth cultural exploration and personalized creative expression. [2] This teaching method fails to fully mobilize children's initiative and creativity, which restricts the possibility of their comprehensive development. At the same time, children's understanding of folk art is a process from intuitive perception to deep cultural experience. Children in the senior class are at a critical stage of cognitive and emotional development, as their thinking gradually transitions from intuitive imagery to abstract logical thinking. They are filled with a strong curiosity and desire to explore the rich and colorful world. In order to better adapt to the development needs of kindergarten children, information technology is introduced into the folk art teaching activities of kindergarten children. Information technology, with its visual, intuitive, and accurate characteristics, can

greatly enrich teaching resources and broaden children's horizons in learning folk art. Not only can it better meet the thinking characteristics and learning needs of large class children, but it can also effectively improve teaching quality and promote the comprehensive development of children. Therefore, it is necessary to apply information technology in folk art teaching activities in kindergartens.

2. Research Purpose and Significance

2.1. Research purpose

In order to further utilize the value of information technology in kindergarten teaching activities and promote the development of folk art learning for large class children. The purpose of this study is to understand the current application status of information technology in folk art teaching activities in kindergarten senior classes, identify the application problems of information technology in folk art teaching in kindergarten senior classes, and propose promotion suggestions for the combination of information technology and folk art teaching in kindergarten senior classes. This study aims to better assist preschool teachers in applying information technology to folk art teaching activities, ensuring smooth implementation of folk art education in kindergartens and providing useful references for educational reform in kindergartens. [3]

2.2. Research significance

2.2.1. Theoretical significance

On the one hand, the research scope of educational technology mainly focuses on teaching in primary and secondary schools, while the content of educational technology involved in kindergarten stage is relatively less. This study aims to provide useful assistance for the application of educational technology in kindergarten teaching activities. On the other hand, this study uses methods such as literature review, questionnaire survey, and observation to analyze the current situation of the application of information technology in folk art teaching activities in kindergarten senior classes. After summarizing and reflecting, information technology is organically combined with folk art teaching activities in kindergartens, so that the education and teaching activities of folk art in kindergartens can be optimized, and children can develop a sense of national cultural identity, improve their aesthetic and appreciation abilities, and develop their innovative thinking in teaching activities. To provide reference and more theoretical support for future research.

2.2.2. Practical Significance

The application of information technology is an important carrier for folk art activities. If its value cannot be fully realized, it will be detrimental to children's learning and development in the field of art. Therefore, this study can provide reasonable and effective suggestions for preschool teachers to use information technology to carry out effective folk art activities, help preschool teachers establish a scientific and correct view of information technology education and teaching, improve their operational skills in information technology, enhance their professional competence in folk art teaching, continuously optimize educational concepts and teaching strategies, and achieve innovation and breakthroughs in teaching. Secondly, through the integration of information technology and folk art teaching methods, the

aim is to break the traditional folk art teaching mode, enrich folk art teaching methods, improve the quality of folk art teaching, and provide more scientific and efficient guidance and support for preschool teachers in practice. [4] Finally, provide some assistance and reference for preschool teachers in information technology teaching and training, in order to enhance the overall quality of the preschool teacher team and promote the process of informatization in kindergarten education.

3. The Application of Information Technology in Folk Art Teaching Activities in Kindergarten Senior Classes

3.1. Teachers have a low understanding of the application of information technology in large-scale folk art activities

In observing the application of information technology in folk art teaching activities in large classes, the author found that preschool teachers only apply information technology at the surface level in activities, and ignore the age characteristics, teaching objectives, and teaching content of young children. The characteristics of information technology are intuitiveness, accuracy, and imagery, while folk art emphasizes intuitiveness and sensibility. Therefore, the combination of information technology and folk art is of great help for children's learning and teachers' lesson preparation. Preschool teachers only have a superficial understanding of these advantages and have not deeply realized the true significance of information technology in folk art teaching activities. [5] Therefore, teachers have a low understanding of the application of information technology in folk art activities in large classes.

3.2. The duration of the application of information technology in folk art teaching activities is too long

The observation results show that the coverage of information technology in folk art teaching activities in kindergarten senior classes is generally high. In the folk art teaching activities of kindergarten senior classes, the use of information technology with a coverage rate of over 40% is more common. However, there are also a small number of large classes that use information technology for too long in folk art teaching activities, and preschool teachers overly rely on the use of information technology to carry out folk art teaching activities. With information technology as a medium to participate in folk art teaching activities, preschool teachers pay less attention to the in-depth exploration and teaching of the content of folk art teaching activities before carrying out activities, and directly present relevant courseware of folk art activities to children.

3.3. The application frequency of information technology in the summary section of folk art activities is relatively low

Through observation and recording, teachers conducted folk art handicraft activities using information technology. Information technology was applied in both the introduction and development stages, but not in the summary stage. When introducing, teachers use audio combined with their own dance skills to stimulate children's interest in learning and liven up the activity atmosphere. In the unfolding stage, the teacher used pictures and animations, and the addition of animations made the changes in the mask lines more vivid and visual. [6] However, if the pictures were

used for too long, the children would pay too much attention to the computer pictures, which could easily lead to fatigue and distract their attention. Moreover, in the summary section, the teacher did not use information technology and only ended the activity verbally, without considering how to use information technology in the summary section. Therefore, the frequency of application of information technology in various aspects of folk art activities shows an unbalanced trend.

3.4. The application of multimedia elements in folk art teaching using information technology is unreasonable

When analyzing the multimedia elements of information technology in large-scale folk art activities, the author mainly analyzes three media elements: images, videos, and animations. Through observation, it can be seen that children have limited ability to understand text, and text cannot visually display folk art works and production processes like images, videos, and other elements. In the activity of appreciating folk art works in folk art teaching, the teacher continuously showed the children videos describing the characteristics of the Thousand Miles of Rivers and Mountains, but did not accurately and carefully explain them. [7] The application of information technology was simple and crude, and the use was inappropriate. Although the information technology was used for a long time, it did not effectively activate the atmosphere of the activity, did not combine other means, and lacked a certain degree of creativity.

4. Suggestions on the Application of Information Technology in Folk Art Teaching Activities in Kindergarten Senior Classes

4.1. Establishing the correct concept of information technology teaching in folk art education

Preschool teachers should establish a correct educational and teaching concept of using information technology. Preschool teachers should make reasonable use of information technology in folk art teaching activities, so that children can accurately grasp the content related to folk art handicrafts, intuitively feel folk art works, achieve folk art teaching goals, enliven the atmosphere of activities, and stimulate children's various sensory learning. Therefore, when carrying out folk art teaching activities, teachers should adhere to the concept of child centeredness, carefully observe children's reactions, and deeply understand their artistic growth needs in folk art activities. Avoiding the superficial application of information technology in folk art teaching, we should use information technology to deepen children's learning experience and promote their comprehensive development. Teachers should also actively explore the innovative application of information technology in folk art teaching, so that traditional teaching and information technology teaching complement each other and jointly promote the artistic growth of young children. The way of education lies in teaching students according to their aptitude, being flexible and diverse. Teachers should constantly explore and find the most suitable teaching methods for young children in practice, in order to achieve the best results of folk art activities in kindergartens.

4.2. Reasonably utilize information technology based on the age characteristics of young children and teaching objectives

Teachers should plan folk art teaching activities in advance, clarify where information technology can be effectively utilized, and develop detailed information technology application plans before the activities begin to avoid excessive use of information technology. Secondly, fully consider the distance and duration of children's viewing of information devices, scientifically plan the duration of information technology use, develop clear information technology usage plans, and ensure that the teaching objectives of folk art are matched with the age characteristics of children. Finally, optimize the combination of information technology and folk art teaching content, develop or introduce information technology teaching resources suitable for children's cognitive level, such as interactive software, educational games, etc.

4.3. Application of information technology in the summary section of folk art teaching

Utilize information technology and multimedia tools to showcase works. Take photos or scan files of children's art works, and create electronic images or videos for display on a large screen. Design dynamic slides that combine music and commentary to make the presentation of the work more vivid and interesting. Meanwhile, utilize educational apps for after-school extension. Choose creative painting, handmade crafts, and other applications suitable for large class children. Regularly check the completion status of young children and showcase and provide feedback during the next activity to encourage them to learn independently at home. [8] Finally, utilize AR/VR devices for immersive experiences. It can effectively increase the application of information technology in the summary section of folk art teaching in large classes, improve teaching quality, and promote the comprehensive development of young children.

4.4. Combining folk art teaching content and selecting appropriate multimedia elements

Teachers should fully utilize the application value of a certain multimedia element. By showcasing the production process of folk art works through videos, children can understand the artist's creative ideas. Play folk art songs through audio to allow children to experience the charm of traditional music; Using animation to showcase folk stories and guide young children to appreciate the essence of traditional culture. In this way, young children can gain richer experiences in folk art teaching activities. Kindergartens should also actively introduce and equip diverse information technology and multimedia elements to broaden the range of choices for preschool teachers in folk art teaching practice. [9] Thus, teachers can fully leverage the advantages of various information technology and multimedia elements according to actual teaching needs.

4.5. Regularly conduct training to improve the quality of information technology application in folk art teaching

Kindergartens should develop a comprehensive information technology training plan and regularly provide relevant training courses for preschool teachers. These courses should include basic operations of information technology, teaching applications, and knowledge related to folk art teaching. [10] Through systematic learning, preschool teachers can better grasp the practical application of information technology, thereby improving the quality of folk art teaching in large classes.

Kindergartens should also pay attention to the continuous development of preschool teachers in the application of information technology. By regularly providing training and assessments to preschool teachers, we aim to enhance their ability to operate information technology. At the same time, preschool teachers are encouraged to participate in relevant academic exchange activities to understand the latest developments and trends in folk art education and teaching, so as to apply advanced educational concepts and teaching methods to their own teaching practices.

5. Conclusions

This article aims to study the current situation of the application of information technology in folk art teaching activities in kindergarten senior classes. Through research, it is found that information technology can optimize the teaching environment of folk art activities and improve the subject status of young children. The application of information technology in folk art teaching activities in kindergarten senior classes is of great significance and value. With the continuous development of technology, the application of information technology in folk art teaching in kindergartens will become more extensive and in-depth. We look forward to seeing more innovative and practical cases of information technology applications, bringing more fun and rewards to children's folk art learning, and promoting their comprehensive development.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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