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RESEARCH ARTICLE

Research on the cultivation of students majoring in preschool education

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ABSTRACT

With the arrival of the flood of education informatization, all kinds of preschool education institutions at all levels have carried out information education practice, and achieved good results, but there are still many problems. In todays society, the development of preschool children is closely related to the support of modern information technologyAt present, there are still some defects in the evaluation system and training mode of colleges and universities in the training stage of students majoring in universities. Therefore, this study is based on the actual situation of information education ability of students majoring in preschool education in universities, designs a questionnaire, analyzes and summarizes the survey results, and puts forward suggestions for improving information literacy. It tries to build a scientific training standard for the information education ability of students majoring in preschool education, and to provide effective help for improving the information teaching ability of students majoring in preschool education.

Keywords: *preschool education major students; information technology; education ability*

INTRODUCTION

1.1 Study of the origin

The Ministry of Education promulgated the Decade-year Development Plan for Education Informatization (2011-2020) and other documents, which pointed out that we should accelerate the construction of education informatization, promote the comprehensive integration of information technology and education and teaching, and build an information digital education and teaching environment. With the advent of the "Internet +" era, the informatization of education has become the trend of the development of the world today, and the level of informatization has become an important embodiment of the national modernization development level and comprehensive strength. Efforts to promote the level of education informatization is an important measure for economic and social development, an important support for the diversification of education, education globalization and the construction of a learning society, and an inevitable requirement for the vigorous development of socialism with Chinese characteristics. In the Outline of National Medium-and Long-term Education Reform and Planning Development (2010-2020), it is clearly pointed out to accelerate the construction of education informatization, and stressed that accelerating the development of education informatization is an important way to promote the balanced development of basic education. Therefore, the training of information talents has become one of the current key tasks. However, the training of high-quality information talents is not only about setting up relevant information courses in schools, but also needs to build a perfect information education system. The

current era is an era of information explosion, how to efficiently grasp information and apply information is the objective requirement for information talents.The vigorous development of information technology provides an opportunity for the reform and development of education, and puts forward higher requirements for the information quality of teachers. Under the general trend of informatization, the change of external environment requires teachers to make changes, and some of the requirements for teacher education quality in traditional education have been unable to adapt to the pace of informatization development. At present, students are living in the soil of information technology. If teachers want to build a good interaction between teachers and students, it is also necessary to improve the information technology level of teachers and students. Preschool education, as the starting price period of individual whole school education, has an important guiding value of information education. The development of preschool education informatization plays a boost to the overall development of education informatization. However, in the information age, in order to realize the sustainable development of preschool education, it is necessary to follow the development trend of The Times. The overall improvement of the information level of preschool education depends on the information quality of preschool teachers

1.2 Study significance

The change of education and teaching environment promotes the change of preschool teachers teaching methods. Today, with the continuous development of information technology, our life has taken place great changes, and the teaching mode has been innovated. The current online courses, mixed courses, intuitive teaching and other on need to be realized with the help of information technology. In addition to the well-known multimedia and network technology used in the field of education. At present, in the field of preschool education, gamification teaching, electronic interactive teaching, tablet computer, cloud classroom and other new information teaching methods have emerged. For preschool children, game is one of their favorite activities. In games, childrens cognitive ability, imagination, attention, and so on are developed. The wide application of kindle, tablet computers and other information devices makes childrens learning more convenient, and they can store pictures, audio, video, animation and so on at any time. More and more kindergartens are using these new information products to improve childrens exploratory learning ability. In this information care environment, only preschool teachers with information teaching ability can effectively use these resources to help children to achieve the maximum development. This study enriches the research results of the information teaching ability of preschool teachers to some extent. In the form of research based on whether colleges and universities pay attention to the youngThe cultivation of the information teaching ability of child teachers. It can provide a reference for the construction of preschool teachers information teaching ability training system

In the information age, the growth and development of preschool children are closely connected with information technology. Information technology supported by computer and multimedia has had a huge influence in the field of preschool education. However, compared with universities, primary and secondary schools and other education fields, the application degree of information technology in the field of preschool education is still relatively slow. Taking advantage of the east wind of education informatization, China has made a lot of efforts in the practice of preschool education informatization and made some achievements, but there is little research on the

informatization ability of preschool teachers in the problem of preschool education informatization. Therefore, this study is analyzed from the perspective of pre-service training of preschool information teachers. In the information age, the application of information teaching means has become a necessary ability for teachers. Our life cannot be separated from the Internet and multimedia, and its interest and richness attract children. The change of the social environment promotes the change of the teaching environment, and the new resources in the new environment promote the change of the teaching process. Children have a very high access to information technology, and as future preschool teachers, they need to choose various ways to guide their development through their own information literacy in educational activities. In the new era, the information teaching ability is the embodiment of the basic quality of the current teachers. However, there are relatively few studies on the information teaching ability of preschool teachers in China, so this study is expected to learn from universitiesThe cultivation of former teachers information teaching ability is studied to provide reference for the related problems of information teaching ability cultivation

1.3 Literature review

Education informatization has become a hot issue in education research in recent years, and preschool education informatization is an important part of education informatization. At present, there are still many problems in the development of early childhood education, such as the professionalization of teachers, the improvement of infrastructure and the rationality of childcare fees. In these difficult problems, the construction of high quality and high quality preschool teachers is the key problem. In the era of rapid development of information, the improvement of preschool teachers information teaching ability has a great influence on the improvement of the overall quality of education. In order to make children really benefit in the information age, it is necessary to create a childcare environment that integrates with information, cultivate preschool teachers with information teaching ability, and guide children to gradually develop in the appropriate environment.

Through the collation and analysis of the existing literature, the research on the themes of education information, preschool education information and college students information literacy is mainly carried out from the aspects of resource development, cost-benefit, evaluation system and talent information literacy. About the connotation of education informatization, ZhuZhiTing (2002) pointed out that education informatization is "in the process of education, more comprehensive use of computer multimedia and network communication on the basis of modern information technology, promote the comprehensive reform of education, to adapt to the coming information society of new requirements for the development of education"[1]. Yang Xiaohong et al. (2005) pointed out that education informatization is "the process of comprehensive and deep application of modern information technology in all fields of the education system under the unified planning and organization of the state and the education department, and the process of accelerating the realization of education modernization"[2]. As for the development of informatization of preschool education, Wang Yanhui (2013) believes that "informatization of preschool education" refers to the practical application of information technology in preschool education, that is, the mode of computer, multimedia, cloud platform and other media based on e-learning resources in the

process of preschool education[3]. As for the evaluation system of preschool education informatization, Zhang Qiong (2013) pointed out that "informatization of preschool education" refers to the process of using multimedia and network information technology in preschool education to make the informatization of preschool education environment and the balance of resources[4]. As for the information ability of preschool teachers, CAI Jiandong (2013) mentioned that preschool teachers, as the leader of preschool education work, their attitude and application of preschool education information directly affect the development process of preschool education information[5]. Others, such as Huang Ronghuai[6](2002), Xie Youngru, etc[7](2003), Guo Liping and etc[8](2011), Zhu Shuhui[9](2013), Zhang Lixin[10](2015), Tang Yewei[11](2015), Yang Rui[12]et al. (2016) discussed the related issues of preschool education informatization from different research perspectives.

1.4 Study design

(1) Research ideas

This paper starts from the cultivation of information teaching ability of students majoring in preschool education, investigates the current situation of information teaching ability of students majoring in preschool education, explores the problems, and puts forward coping strategies for the problems. Strive to provide reference materials in the training of suitable for preschool teachers in the information age.

1. Introduction (Study purpose and value)

2. Analysis of the current situation of information teaching ability of students majoring in preschool education

3. Analysis of the influencing factors of the information teaching ability of students majoring in preschool education in colleges and universities (talent training plan, campus infrastructure level, teacher level and student level)

4. Strategies to improve the information teaching ability of students majoring in preschool education

5. Conclusion

Attachment: Questionnaire + interview outline

1.5 Study Methods

This study plans to use literature research, questionnaire survey and interview methods. With "preschool education" and "information education ability" as the key words, consult the literature, comprehensively understand the current situation of college students information teaching ability training under the background of preschool education information, and innovate on the basis of previous research. On this basis by sampling part of Henan province preschool education students fill in the questionnaire, this method can start from the reality, fully embodies the authenticity, and can obviously reflect the reality, then through the analysis of college preschool education students informatization teaching ability analysis the problems existing in the training, feasibility countermeasures are put forward. In addition, the interview method was adopted to conduct face-to-face communication with preschool teachers in universities in Henan Province, to find the reasons for the lack of information ability and give suggestions with reference value.

ANALYSIS OF THE CURRENT SITUATION OF INFORMATION EDUCATION ABILITY OF STUDENTS

MAJORING IN PRESCHOOL EDUCATION

2.1 Survey objects and tools

Mainly through the questionnaire survey method, through the establishment of "college preschool education professional students information education ability questionnaire", questionnaire design and analysis mainly from the following modules: students basic information-grade / gender (1-2), students information ability (3-7), information training environment (8-12), information education courses and methods (13-14), information education concept and evaluation (15-16). According to October 2019 in Henan related preschool education students information collection, the questionnaire using the field questionnaire collection and electronic questionnaire, according to the questionnaire screening, corresponding questionnaire 100,90, effective questionnaire 90, questionnaire 100% efficiency, questionnaire sorting results as described in the following module.

2.2 Description of the statistics

(1) Basic information situation

Survey preschool education professional students gender and grade distribution as shown in figure 1 and figure 2: know in the selection of the survey, the proportion of girls, 85.6%, boys accounted for only 14.4%, know the preschool education professional boys and girls imbalance, now preschool education professional girls occupy high proportion also illustrates the current engaged in preschool education is more female teachers, mainly attributed to female teachers in childrens eyes more gentle and easy to get along with. Similarly, by the questionnaire analysis, we questionnaire consciously avoid the freshmen, most universities did not open the corresponding professional courses, the statistics of the questionnaire results, sophomore accounted for 38.9%, junior accounted for 47.8%, senior students due to graduation and other related problems, the questionnaire involves less respondents, 13.3%.

(2) Students information ability

According to questionnaire analysis, 78.9% of students majoring in preschool education think that information education ability is very important in the future preschool education, and 21.1% do not. Similarly, 97.8% of students hope to improve their comprehensive ability of information teaching through school teaching, but still a small number of students (2.2%) never wanted to improve the comprehensive ability through school teaching. These two students are boys, which may be related to their current internship and the mismatch of their majors.

About preschool education students in the present teaching can use information teaching idea and the corresponding technology, as shown in figure 3, completely students only 25.6%, 36.7% of students with part, and 31.1% of students are not will, even 6.7% of students completely not corresponding technology, and the questionnaire shows that these students are girls, this suggests that a small number of girls may be lacking in the corresponding information means.

The results of the questionnaire also found that, As shown in Figures 4 and 5, Still, 16.7% of the students could not design high-level electronic works according to the corresponding needs, 46.7% of students can occasionally make corresponding electronic works, Only 16.7% of the students have the need to design high-level electronic works; More than half of the students (58.9%) sometimes subconsciously use the

Internet resources for the first time, Still 15.6% of the students do not subconsciously use online resources to study at all, The remaining 25.6% of students sometimes subconsciously use online resources for students, This shows that students information ability is still lacking.

(3) Information training environment

The questionnaire results also show that only 74.4% of schools offer computer software courses for preschool students, still 25.6% of universities have not offer these courses; 53.3% have studied modern education technology and other related courses, and 46.7% have not studied these courses; only 52.2% have attended the network training related to information education ability, and the remaining 47.8% have not attended the network training related to information education ability, and most of these students are sophomore students.

About preschool education professional students usually in school environment, as shown in figure 6,30% of students have multimedia teaching equipment (computer, projection, audio, etc.) environment, 20% of students enjoy functional teaching equipment (electronic whiteboard, touch screen, etc.) of class environment, 35.6% of students in installed preschool education information software class environment, but there are still 14.4% of students in the traditional blackboard chalk teaching environment.

(4) Information-based education courses and methods

According to Figure Figure 7, Information education ability involves the main courses offered in the curriculum, 94.4% of the schools have opened preschool education and information-based teaching, 58.9% of the schools have created a preschool information education environment, Another 70% of the schools have set up preschool education courseware design and production, 47.8% of colleges and universities have set up the design and implementation of preschool education information education activities, Only 13.3% of the schools offered evaluation and reflection of preschool education information education activities, In general, the basic information education design is more comprehensive, However, the evaluation and reflection of the preschool education activities are insufficient.

By figure 8, during the period of school and information education ability related course teachers adopts the teaching method, 100% of students are still in normal teaching method teaching environment, 91.1% of students enjoy the case analysis method of teaching method, 97.8% of students have the teacher discuss teaching method, 90% of students enjoy the multimedia teaching method, as a whole, teaching method is relatively comprehensive.

(5) Information education concept and evaluation

As shown in Figure 9. Figure 10: The information education ability cultivation of students mainly focuses on the information education concept of cash, Up to 94.4%, The second is the instructional design methods, With 80 percent of that percentage, The development and production of game interactive methods, micro-lessons and MOOC accounted for 70% and 72.2% respectively; In the courses related to the ability of information education, Most teachers will evaluate it with the final test (88.9%), 80% of teachers will take the method of presentation, 61.1% and 67.8%, Only 37.8% evaluated the data based on the learning status of the online platform. Through the questionnaire filling results, it can also be found that most college teachers will choose a variety of evaluation methods.

2.3 Interview Summary

In order to deeply understand the current information training needs of preschool teachers, supplementary explanations are made through interviews.

(1) Interview with kindergarten teachers

Most preschool teachers will use multimedia for teaching in the activities, because of the convenience and interest of multimedia assistance. It is often used in music, dance, physical intelligence and other related activities. In order to help parents understand their childrens learning situation in the kindergarten, the course will be recorded and sent to the parents. When talking about the ability of information education, most preschool teachers can feedback only some basic information technology, such as courseware making, playing audio and video. Some old teachers think that the traditional teaching mode is also very good, and do not need technical support. In the interview, I learned that many front-line preschool teachers are very eager to participate in information technology related training. For example, Flash animation production, PS operation, etc. When talking about the help of the professional information courses they learned during the school years, many teachers still affirm the importance of pre-employment training.

(2) Interview with university teachers

Most college teachers believe that the cultivation of information education ability is very important, which is of great benefit to the future career development. As for the quasi-kindergarten teachers who need to learn the information knowledge during the university, some teachers mentioned that in the case analysis or childrens behavior analysis, they often need to record the original data through the voice recorder and DV machine to facilitate the later research. This is the embodiment of the most basic information ability. As for the information courses offered by colleges and universities, the teachers said that the courses are not highly targeted, and that it is best to integrate information technology with the professional knowledge of preschool education.

ANALYSIS OF THE INFLUENCING FACTORS OF INFORMATION EDUCATION ABILITY OF STUDENTS MAJORING IN PRESCHOOL EDUCATION

3.1 Talent training program The information curriculum setting is unbalanced

With the great development of social economy and the arrival of the second-child era, people pay more and more attention to preschool education. A large number of preschool education institutions have sprung up, and the number of school-age children is also growing sharply. With the increasing social demand for preschool educators, the government, universities and kindergartens work together to provide more high-quality preschool education resources. From the perspective of the trend of new majors in institutions of higher learning, compared with the previous normal colleges mainly offering preschool education majors, in recent years, comprehensive colleges, normal colleges and vocational applied colleges and universities are scrambling to offer preschool education majors. The increase of colleges and universities offering preschool education majors reflects the importance of preschool education majors from another level.

As a programmatic document of talent training in colleges and universities, the talent training program of various majors has the characteristics of pertinence and systematization. For the study on the cultivation of information

education ability of students majoring in preschool education in universities, we can learn about the training goal, curriculum setting, course form, credit proportion and other relevant information from the talent training program. In this way, the cultivation status of the information teaching ability of the students majoring in preschool education is analyzed. It is understood that the undergraduate length of preschool education is four years, and the junior college length is three years, which belong to liberal arts majors. From the perspective of curriculum setting, the content of undergraduate course training is more focused on theoretical knowledge, while the junior college is more prominent in the cultivation of skills and ability, especially in the aspect of artistic skills. The purpose of this study is to focus on the cultivation of preschool education students ability of information education, so the professional courses in the talent training program are selected as the main research objects to understand the course types and credit proportion of the cultivation of information education ability in the professional curriculum setting of various universities. The setting standards of professional courses are different. Some schools divide the courses into professional compulsory courses and professional elective courses according to the degree of demand, while some schools divide them into general courses, professional basic courses and professional elective courses according to the correlation degree of teaching content, and focus on practiceTeaching links, etc. According to the above analysis of the classification of subject curriculum structure, the overall characteristics of the curriculum structure of each school are not unified. Courses related to the cultivation of students information education ability are mainly covered in elective courses and practical courses, such as educational technology, children courseware making, etc. Through the in-depth exploration of the relevant talent training programs, the credit ratio of all the ability training courses applied to information education in each school can also be sorted out. Most schools do not well cultivate the information education ability of students majoring in preschool education. The single amount of information courses is small, and the proportion of credits of information courses in the total credits is small. Most schools only set up one or two information-related courses, and the theory is strong

To sum up, in order to realize the improvement of the information education skills of preschool teachers, the formulation of scientific talent training program is particularly urgent. Establishing and improving the talent training program is an important aspect of information ability improvement. Colleges and universities should enhance the review and revision of talent training plan, through a number of comparison found that the current information personnel training plan, in view of the board clear training objectives, clarify the key and difficulties, targeted to carry out pre-service training, help preschool teachers truly master modern operation technology, fundamentally improve preschool teachers pre-service information application ability.

3.2 Campus infrastructure construction is not perfect

In order to promote the effective improvement of preschool education students professional information education ability, colleges and universities also need to strengthen the construction of information infrastructure, and provide them with a more high-quality teaching hardware platform. Campus information infrastructure is an important guarantee to improve the information education ability of students majoring in preschool education. For colleges and universities to focus on improving the corresponding information infrastructure of preschool education majors, such as the

installation of professional software, professional equipment procurement, etc. Instead of relying on the hardware facilities of general courses, such as computer basic equipment, to provide all students information ability to improve their demand. However, the key problem in the construction of campus infrastructure is the capital investment. At present, the state attaches more importance to the development of preschool education, gives financial support at the level of government input, the preschool education funds included in the government financial budget, emphasizing the new education funds to preschool education and other powerful measures. In addition to government investment, schools at all levels and of all types should increase the investment in information infrastructure according to their own economic conditions. Ensure that teachers and students to carry out information education and learning basic facilities. For example, the establishment of multimedia classrooms, the establishment of various functional classrooms, the requirements of complete auxiliary information equipment. By comparing the information awareness and emotional attitude level of preschool education students with the perfection of campus information equipmentRelatively high. At the same time, there are also significant differences in the demand of information technology and the application awareness of information technology. The configuration of information equipment in colleges and universities has an obvious influence on the information ability of students majoring in preschool education. The good configuration of hardware conditions is conducive to the improvement of students design ability of designing educational activities, the ability of using multimedia teaching and the ability of searching and integrating network resources. To sum up, the construction of good campus infrastructure is conducive to the improvement of students information ability

3.3 Teachers application ability of information technology needs to be improved

Teachers should adopt the information teaching mode for teaching. With the vigorous development of Internet technology, information technology plays a pivotal role in science and technology, economy, culture, national defense, education, medical care and other related fields. At present, the level of information education ability of students in preschool education is low. One of the reasons is that teachers do not make full use of information means when teaching, resulting in students do not understand information teaching. In recent years, in the field of education, each learning section has launched a series of teaching modes with short videos as the carrier, connecting the core knowledge points in the course through one short video after another, to help students choose the key and difficult problems and answer their doubts. For example, micro classes, MOOCs and other widely used. Short videos mainly present professional knowledge points consistent with the teaching progress for students, including unit introduction in the teaching material, teaching courseware, teaching videos, case analysis, chapter testing, expansion materials, etc. Using micro-class, MOOC and other teaching modes can effectively improve students enthusiasm for learning. Short video teaching is a teaching mode with simple operation and convenient communication. Each students learning style is not the same. Some students are used to the passive guidance of teachers in the traditional classroom, and some students have strong independent learning ability, and can not achieve the expected learning goals in the classroom, which can be usedThe combination of online and offline teaching mode can also further train students to adapt to the mode of information teaching means, and lay a foundation for the later application. At present, multi-functional smart phones have been fully popularized. When the

teaching short videos are uploaded to the corresponding online platforms, such as Learning Tong, Excellent MOOCs, Chinese universities, Rain Classroom and other platforms. Students can study anytime and anywhere, and adjust their learning time and learning progress according to their own autonomy. So as to achieve the best learning effect, and can let the students as skilled as possible in the application of relevant software, for the future information course design to lay a foundation

3.4 Some students have no obvious demand for the improvement of their information ability

In the survey, it is found that most preschool education students believe that information training is beneficial to their skills improvement, but some students still show negative attitudes towards the learning of information technology. In the data collection and collation of the information ability of front-line kindergarten teachers, it is found that the application efficiency of information technology for teachers with a mature career and rich educational experience is relatively low. For young novice teachers, most of them have already learned relevant information technology courses in schools, and they still have certain application ability for information courses. However, due to the lack of teaching experience, the integration of teaching content and information technology is a difficult point for novice teachers.

The survey found that most preschool teachers in the kindergarten can realize the important role of information technology in practical teaching. And they are eager to get the relevant training to improve their own information education ability. To sum up, in the pre-service training stage of preschool teachers, it is urgent to improve the understanding of the information technology needs of preschool education students in universities, so that they can master the basic information technology methods in the pre-service training stage, which is suitable for the teaching needs of the future career development stage.

STRATEGIES TO IMPROVE THE INFORMATION EDUCATION ABILITY OF STUDENTS MAJORING IN PRESCHOOL EDUCATION

4.1 Establish a systematic training mechanism for preschool education information ability

Preschool professional colleges and universities at all levels and of all types should formulate reasonable training mechanisms for information ability talents, and develop information technology courses that are in line with the actual conditions of the university and related to preschool education majors. It is known from the literature collation that the frequency of participating in information technology learning and information teaching practice directly affects the improvement of students information quality. Therefore, preschool professional colleges and universities can add modules such as concentrated practice and in-class practice to the talent training program to provide students with more opportunities to participate in relevant information technology learning and practice. The effective improvement of information quality not only depends on the improvement of pre-service information technology learning, but also pays attention to the improvement of students information awareness and scientific information concept. Colleges and universities need to offer information practice courses that are consistent with the preschool education major to strengthen students ability to integrate information technology and preschool education subjects. This requires the overall planning at the construction level of the curriculum system. Therefore, in addition to the general education module of computer foundation, educational information technology, Excel and other courses,

we must also open information courses related to preschool education major, such as kindergarten courseware design and production, three-dimensional ring creation, computer drawing, PS, etc. At the same time, the information technology education ability standard of students majoring in preschool education in colleges and universities is established to standardize the information courses of preschool professional colleges and universities, and include them in the scope of teacher qualification examinationIt

The training of preschool teachers information ability should be based on the training content and training methods according to the characteristics of different stages in the pre-service, the early stage and the career maturity period, rather than adopting a one-size-fits-all approach, which is not conducive to the satisfaction of individual needs. In the pre-service stage, all colleges and universities need to establish an excellent information learning environment to provide strong support for students learning of information technology. At the same time, strengthen the construction of information courses, pay attention to the learning of basic information knowledge, add multimedia courseware making, multimedia application and other operational skills. Integrate theory and practice, and cultivate students solid theoretical foundation and information ability. At the early stage of entry, due to the different educational background, teaching age and experience of teachers in each kindergarten, the design of teaching activities and the application level of information resources, there is a large gap in teachers information literacy. In terms of teaching mode, various modes can be combined, such as group teaching, discussion mode, task-based teaching, etc., so that the information technology ability can achieve the best effect. In addition, in terms of the teaching content, the subject knowledge points can be divided, and the teaching content can be divided into basic and improved type. The basic content mainly sets up the basic knowledge and basic operation of the information network, and the basic information education concept, so that students can initially acquire the information teaching ability. Improved knowledge mainly aims at students with strong learning ability,Broaden the breadth and depth of knowledge, and improve the technical level. Paying attention to after-class reinforcement, through communication with students, it is found that most students still only stay at the operation level of computer, rarely directly teach the integration of information technology and kindergarten curriculum in class, how to choose appropriate software for different activity contents, and how to use Internet universities to realize classroom interaction. Therefore, students need further experiments and research after school, and combine the content of general information technology courses with the course content of preschool education major

A scientific talent training mechanism should also include evaluation and assessment standards, and a scientific and reasonable evaluation mechanism is conducive to encouraging preschool education students to master the enthusiasm of information technology. It is extremely necessary to implement the evaluation standard of information practice course and concentrated practice link.

4.2 Strengthen the basic hardware configuration of the school, and establish an information practice base

At present, in promoting the educational information ability of preschool students, schools need to provide sufficient information equipment to meet the needs of students information practice. But many schools of information equipment is strict and insufficient, can not meet the requirements of teaching. Therefore, the lack of

campus hardware environment has become one of the important factors to hinder the improvement of preschool students educational information ability. Professional colleges and universities should pay attention to the hardware and software equipment required by information, to provide material guarantee for the improvement of the information ability of pre-service preschool education. The lack of equipment leads to the failure of students to carry out information practice training, which restricts the improvement of information quality of preschool students to some extent. Many schools in the information practice, due to the limited equipment, can not do one person one machine, one person one software. It is often shared by different groups, which greatly increases the waiting time and leads to a shorter training time. Therefore, the school needs to strengthen the hardware investment, but also pay attention to the configuration and update of the software, establish and improve the teaching database of disciplines and majors, such as: digital book resources, preschool education teaching resources, activity design resources, environment creation resources, preschool education courseware resource database, etc. In addition, schools should build a diversified functional information classroom environment, such as micro classroom, recording classroom, voice training room, etc. In addition, learnThe university can carry out school-enterprise cooperation, create and share resources, give full play to the advantages of hardware and software of colleges and universities, and fully realize the campus information

Establish the information ability practice base to increase the practice opportunities for students information skills. At present, the education internship of college students each semester is generally about two weeks, and the education internship of graduates can last for about three months. In order to provide students with a better place for after-campus education practice. Schools should select qualified preschool education institutions with excellent educational conditions to cooperate and build a practice base, so that students majoring in preschool can really get exercise in educational practice. In addition, the off-campus guidance teachers with excellent information technology ability of school-enterprise cooperative units can also be invited to guide students information teaching practice, so that they can truly realize the organic combination of information technology and professional courses.

4.3 Teachers and students should jointly establish the concept of information education and improve the ability of information education

At present, many preschool teacher training schools do not have information courses for preschool education. Basically, teachers from the School of Information Engineering teach information courses on behalf of preschool students. Almost no teachers can integrate the content of preschool education with information technology content. Schools offering preschool education should employ some preschool information teachers to help students gain the ability to integrate information technology and preschool education. Information technology experts are invited to conduct information training for preschool education professional teachers, and help teachers to use software and network platform resources to carry out teaching and research. Information technology experts can also be regularly invited to give specialized lectures for students to stimulate students awareness of information education.

With the rapid development of science and technology, the speed of knowledge update is faster and faster. Teaching theory, educational content, educational methods and teaching tools will be updated. The change of educational factors requires teachers to constantly improve

themselves, and requires teachers and students to jointly establish the concept of information education. The effective application of information technology can improve the efficiency of teaching and learning. Therefore, both preschool professional teachers and prospective preschool teachers in colleges and universities should make full use of their spare time to constantly absorb information knowledge and improve their information ability.

CONCLUSION

As an impression of The Times, the development of informatization makes the trend of social informatization more clear. Preschool education section plays an enlightening role in guiding individual value. As future preschool teachers, preschool professional students shoulder the mission of guiding childrens daily life and helping children communicate with the society. They should improve their comprehensive ability, and present a more teacher role with The Times with the help of information platform. Based on this, some suggestions are put forward to improve the information education ability of preschool education students through investigation and research. First of all, build a systematic preschool education information ability talent training mechanism. Secondly, colleges and universities should strengthen the construction of information hardware and software resources, expand the quality practice base, and provide students with information ability learning and practice platform. Finally, to guide teachers and students to establish the concept of scientific information education. To provide support for the improvement of the information education ability of the quasi-preschool education teachers.

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