

# Research on Childlike of Multimedia Design in Kindergarten

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**Abstract.** Childlike courseware can effectively stimulate children's interest in learning. To this end, we in the teaching of young children, we should note that by anthropomorphic design courseware, multimedia courseware animation design, scene design by improving courseware of childlike. Vivid, childlike courseware, birth and can effectively stimulate children's interest in learning, children raised proactive and interactive multimedia, human-computer interaction, teacher-student interaction, allowing students and teachers to interact more exciting, so that the effect of increasing collective learning activities. Making full charm of the courseware, should respect children's interests, collective learning activities story, dynamic, game-oriented, and permeates into the courseware.

## Introduction

Multimedia courseware is more and more favored by the majority of early childhood workers for its vivid images, dynamic and static images, melodious voice and intelligent inspiration and guidance, and other advantages, Rational use of multimedia courseware in the education process, not only to stimulate interest in early learning, child care expansion vision is more important is to help children solve important difficulties, learning to play to enhance and optimize the role of the educational process. However, in kindergarten teaching practice, the use of multimedia courseware current situation is not optimistic. On the one hand, many of courseware design mode is fixed, in the course of not only failed to achieve the role of optimizing the educational process, but to restrict children's thinking, so as to fall into a kind of "tasteless gesture," the embarrassment; another, along with the deepening and development of the kindergarten curriculum reform, curriculum requirements for kindergarten children to be closer to life, more in line with the interests and needs of young children, emergent curriculum came into being, the existing educational software cannot meet the needs of educational practice. We know that multimedia courseware nursery itself is not the ultimate goal of information technology education, courseware, no matter how fancy and refined, and its ultimate end is to fit the objectives and content of education, really play a role in the optimization of the educational process. Therefore, the key to good design is the successful implementation of multimedia teaching multimedia courseware.

Preschool teachers personally involved in courseware design have obvious advantages. First: the teachers to understand the law and children's cognitive learning characteristics of children, which if courseware can be effectively used in teaching activities is essential. Second: teacher education process designers, implementers, and the design and use of courseware must be combined with instructional design, integration and teaching ideas to fully play its role, and thus play a role in the optimization of the educational process. Thus, participation in the design of multimedia courseware is the bounden duty of teachers, which is promoting the development of modern information technology in the field of education in kindergarten has a very important practical significance.

## The Problems of Multimedia Courseware in Kindergartens

**The Amount of Courseware Information is too Large.** According to the courseware after kindergarten teachers for classroom use analysis we found that the amount of information exists courseware overload, excess phenomenon. In small class scientific activities, "color" as an example of the courseware, courseware transformation scene 7 times, young children need recognition and

understanding of the scene were 22 green, 13 blue, 21 red, a total of 76. Combined with the level of physical and mental development of small children, such a large amount of information is far beyond the child's ability to accept. The reason, some teachers believe that the multimedia courseware conversion speed, length of time in order to meet the teaching, courseware content must be increased, which inevitably leads to an increase in the amount of information; there are teachers that in multimedia courseware put a lot of information that will help expand children's knowledge, expand children's thinking channel. But children grow up, their level of acceptance by its physical and mental development decisions, blindly increase the amount of information that will lead to the courseware level of children's thinking, speed of thought and the ability to accept and cannot match the information in the results, thus seriously affecting Preschoolers absorb information and use.

**The Form of Courseware is overly Fancy.** Investigation, we found that some teachers in the extensive use of multimedia courseware will be a variety of pictures, audio and video clips and animations, courseware think the more "exciting" as possible, so that both reflect the courseware level, they can attract children to learn attention. Even teachers think "I want children to learn something sure to attract their attention, if brightly colored children will want to look at courseware; when a child dreaming, courseware will be able to sound a ringing their attention Also cited is back." However, although this approach can attract children's attention, but it does not help children understand the information presented. In kindergarten teaching, multimedia courseware show, although reflecting a certain level of technology, but also must effectively with teaching philosophy, teaching content combination, to achieve the purpose to promote early childhood development. Multimedia courseware too "fancy" effect often overwhelming source of interference teaching, decentralized children's attention, to dilute the theme of teaching, thus affecting the effectiveness of teaching.

**The Design and Production Level of Courseware is Limited.** There are 13 an adaptation of the original on the basis of nine is not required to make any adjustments according to the teaching and downloaded directly from the Internet or later acquired. Through interviews with teachers we learned that the majority of teachers at the level of design, multimedia courseware aspects are relatively low. This is because the former preschool teacher mastered grade multimedia courseware teaching skills inadequate to meet production, on the other hand, also from the kindergarten teachers for vocational skills after training do not pay attention to improving teachers' skill levels of investment is not enough, lack of support multimedia software and audio-visual technician for teachers.

**The Time for Designing the Multimedia Courseware of Teachers is Less.** Teachers need to make high-quality courseware in sufficient time conditions, combined with multimedia technology scientifically learning situation analysis and materials analysis. Through interviews we learned that a lot of teachers think that the time for the production of multimedia courseware is insufficient. In addition to the timely completion of quantitative teaching objectives, lesson planning draft, game records and research records, the report will have to prepare lessons and skill game. Such a large effort so that children teachers in courseware prone perfunctory attitude, coupled with the technical skills of teacher education unskilled itself, it is difficult to complete such work.

## **The Principles of Multimedia Courseware Design**

**The Principle of Appropriateness.** It should be noted, both in traditional media and modern information media has its own characteristics and application advantages. So, faced with a wealth of educational content, the choice of courseware content, we first have to grasp the principle of suitability. To meet the needs from early childhood, to promote early childhood development point of view, really we need to select multimedia courseware to assist the completion of targeted content, and strive to visualize abstract concepts, so difficult to observe the image clarity, so that the complex process of simplification.

**The Principle of Interest.** The game is the best partner infants, young children are the best carrier on which the various activities carried out. Games can promote the harmonious development of children physically and mentally, has a very important and irreplaceable value. Therefore, in

designing courseware same time, attention to the needs of children games, fun courseware increase is necessary.

**The Principle of Interactivity.** Interactivity is a great multimedia features and benefits. Therefore, in the design of courseware, teachers should take advantage of this feature, so that children have the opportunity to actively participate in activities, and can feel self-learning fun involved in the process of interaction.

**The Artistic Principle.** Multimedia courseware collection of maps, text, sound, image, animation in one, in the design process, we must follow the artistic principle, give full play to their strengths, to eliminate platter thinking, reasonable use and combination of the children to enjoy the beauty and emotional mold.

**The Principle of Flexibility.** Courseware for the teaching, the teacher focuses on the organization of teaching, rather than for the teacher to adapt the software to cope with the intense action. Therefore, the design courseware should follow the principle of flexibility, to be easy to operate for teachers in the classroom depending on the circumstances, and the flexibility to switch back and forth.

### **The Design Ideas of Childlike Multimedia Courseware Design in Kindergarten**

**Combine Teaching Practice and Construct Courseware Framework.** CAI as a special kind of image expression, without everything, we must find expression characteristics of several different from the conventional image of the teaching, so that the whole creative design plays a finishing touch. Therefore, in designing kindergartens multimedia courseware, courseware framework must be derived from the teaching program, which is to teaching objectives and content as the basis, to figure out what really needs to use the content of teaching courseware to assist. For example, "Hide and Seek" is a very beautiful and playful children's poem depicts the eyes of a child's doll with the help of colors at night and the sun would hide and seek happy scene. Conventional teaching, the children particularly like this poem, however, due to the multi-color poetry, changing, resulting in the children of the poems is not easy to grasp, let alone to imitate compiled. So I designed the courseware, the construction of the "Understanding Color - appreciation of poetry - poetry imitation Code - Play color games," the big frame. First, recognize colors links can help children become more familiar with the name of Intermediate color, lay the foundation for the creation and appreciation of poetry; enjoy the links, full of colorful and dynamic picture plus a beautiful voice, beautiful poetry once put mood unfolded, especially the changes in the image of the specific color, the children left a deep impression on him; and imitation compiled links and provides children with a colorless picture, let the children through a click operation, with screen color transformation step step learning imitation compiled poetry, to reduce the difficulty, let the children more confidence; color part of the game play is actually a continuation of the language activities, let the children feel the joy of learning and surprises during operation. Such a framework for scientific and practical design, can indeed play a role in the optimization of the educational process.

**Identify the Key and Difficult, Design Breakthrough Aspects.** Use Courseware, we must proceed from the actual teaching, according to the teaching objectives and content analysis of textbooks heavy and difficult to determine the teaching program. Expression and media, for the heavy and difficult to break, thinking and expressive power of a breakthrough, efforts to visualize abstract concepts; difficult to observe the phenomenon of clarity; simplify complex processes. Intermediate scientific activities such as "Beautiful Butterfly" are a typical example. Butterflies and caterpillars are often children can be seen, how can become pupae from caterpillars, chrysalis into a butterfly and how it is difficult to observe. So, let the children to observe and understand the process of change is an important objective of the butterfly event. Previous picture vividly teaching really cannot change its course, it also had a very interesting activity appears to be very boring. Before the event, we make use of multimedia courseware designed for the heavy and difficult to break links by colorful video clip data of the Butterflies "egg - larvae - pupae - adult," the process of change clearly and vividly demonstrated in child eyes, especially when struggling butterfly pupae

from clothing, along with "butterfly" beautiful melodies, leaving the children feel butterflies grow hard, heavy and difficult activity is also a vivid visual experience quietly broke through.

**New and Interactive Games, Guide Active Learning.** In kindergarten, multimedia courseware game design is critical, new and interesting game in line with the age characteristics of children, full use of the advantages of the design of multimedia teaching part of the game, let the children play in high school was relaxed and happy. Art activities such as large classes "interesting stone", this is the child playing with a stone like activities, too unnecessary redesign of multimedia courseware indeed. However, by observation of the children usually spell stone, I have always found the child whispered: "!! Some like a big piece of another piece like a small number," Why not make use of multimedia courseware to reach children wish it? Therefore, in the courseware I designed such a part of the game: Games for kids provides an operating panel, below there are many candidate stones, children according to their imagination and needs, use up and down the keyboard's left and right keys to zoom in, reducing, rotating and restoring children's creativity into full play with the space, the more excited the interest of the children active learning.

### **Conclusion:**

In kindergarten, the teacher as the impact of early childhood development "significant others", its role is quietly undergoing tremendous change. Times not only requires kindergarten teachers' role change from the original imparting knowledge to children learning supporter and promoter of early childhood development, and requires teachers to change from practitioners of educational activities for educational practice researchers. As teachers directly involved in the teaching process, children need to understand the goals and activities to encourage teachers to use their own advantages to participate in the design of multimedia courseware, can really take full advantage of modern means of education, improve the effect of the use of modern means of education, play optimize the educational process effect.

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