

Exploring the Practical Strategies of Early Reading Activities for Young Children under the Background of Informatization

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Abstract

As the application of information technology in real life becomes more and more extensive, the cause of early childhood education in China has also entered a new stage of vigorous development in accordance with the trend of informationization. Early childhood reading under the background of informationization is characterized by reading diversity, reading interaction and reading digitization. Integrating information technology into early childhood reading can provide more possibilities for young children's learning and promote their comprehensive development, but irrational use of information technology can also cause certain damage to the physical and mental development of young children. Based on this, teachers need to fully anticipate the opportunities and challenges brought about by the background of information technology, and make efforts in terms of reading environment, reading materials, reading activities, and cooperation between home and family, in order to explore the mode of early reading activities for young children adapted to the new era, and to improve young children's early reading ability.

Keywords

Information technology; early childhood education; early reading; practice strategies.

1. Introduction

In 2023, the Ministry of Education and eight other departments issued the Implementation Plan for the National Reading Action for Young Students, emphasizing the further promotion of reading activities for young students. On the basis that students can read, they are guided to fall in love with reading, learn to read, and become good at reading, in order to cultivate students into well-rounded people. [1] This is an important guiding significance for the practice of early reading activities for young children. Through early reading, it can not only promote the cognitive development and language acquisition of young children, but also help to cultivate their imagination, creativity and critical thinking. Therefore, good early reading skills can promote the development of young children in all major areas and lay a solid foundation for their future learning.

2. Characteristics of Early Reading for Young Children in the Context of Informationization

2.1. Reading Diversification

Reading diversification is mainly reflected in the diversification of reading mode, reading activities and reading content. First of all, the way of reading has changed. According to the Research Report on the Reading Status and Needs of Chinese Children and Teenagers released by Beijing Normal University Publishing Group in 2023, paper books are the reading method chosen by more than 70% of the students, and although reading on paper is the main form of

reading for young children nowadays, more and more children choose to listen to audiobooks and read on cell phones, computers and other digital reading methods. [2] Secondly, reading activities are gradually enriched. The traditional reading of paper picture book teaching is the main form of reading activities in kindergarten, but in the classroom combined with information technology, educators can carry out group reading activities such as video, picture viewing, and other group reading activities, extend new thematic activities based on cluster reading, and deepen young children's understanding of the depth of a certain knowledge, which shows that the current form of reading activities carried out in the original basis of the use of different technologies and methods for expansion. The organic combination of paper books and electronic devices in the kindergarten classroom makes the presentation of story content sound and colorful, and provides more choices for the diversification of reading activities. For example, when children read the electronic picture book "Finding Homes for Little Animals", the activity of finding homes for little animals can realize the interaction with young children, teaching and learning, and the content of the picture book with gamification and interactivity enhances the enthusiasm and concentration of young children participating in reading activities. Finally, the content of reading has been expanded and the variety has been increasing. The use of information technology has promoted the design of books with richer colors, vivid drawings and short texts, which are popular among young children. Popular science books can help young children learn about the natural world; traditional cultural stories can help young children learn about our country's long history and traditional literature. Compared with paper books, e-books and audiobooks provide a more diverse form of content for young children's early reading, and data-based reading has the advantages of easy storage and large quantity. Information technology has enriched the way of reading for young children, providing the possibility of carrying out diversified reading activities and expanding the content of reading. A variety of early childhood reading resources not only meet the needs of young children's reading, but also enrich the reading experience of young children. [3]

2.2. Interactive reading

Interactive reading refers to the fact that in the process of reading, educators adopt a variety of teaching methods to realize the interaction between teachers and young children, young children and young children and reading materials, to stimulate young children's motivation to learn and improve their reading ability. Interactive reading not only pays attention to the language development of young children, but also focuses on cultivating their observation, imagination, creativity, and emotional expression and other aspects of their ability, which helps young children's overall development.

Interactive reading is mainly reflected in the following three aspects. First, informatization helps teachers and young children to carry out interactive reading. Teachers and young children cultivate early reading skills through online tutoring in conjunction with offline guidance. In the interaction, teachers strengthen children's understanding of the text by asking them questions and holding discussions, and at the same time enhance their communication with each other. Second, the ease of communication in the context of information technology promotes interactive reading between children. Information technology has enhanced interpersonal connections, and kindergartens and other educational institutions have launched a wide range of online reading competitions on this basis, for example, allowing children to display their favorite books, communicate and discuss with other children, and share their reading experiences with each other, so as to enhance mutual interaction, and thus cultivate children's expressive and communication skills. Third, information technology promotes interactive reading between children and materials. Information technology has promoted the popularization of reading materials such as three-dimensional books, interactive books and audio books. By clicking and touching the electronic books, young children get the feedback of

vibration, sound and voice, and have a new reading experience in terms of touch and vision. This kind of interactive reading enables young children to fully interact with the reading materials and stimulates their interest in reading. This instant encouragement of reading feedback mode, in line with the laws of physical and mental development of young children, sight, sound, speech, touch all-round interactive reading is a new trend in the development of early reading for young children under the background of information technology, and the informationization of reading promotes the popularization of interactive reading.

2.3. Reading digitalization

Children's digital reading refers to the process of children and adolescents reading digitized books, magazines and other reading materials through electronic devices such as computers, tablets and smartphones. [4] The latest social science research, such as "A Review of China's Infant and Toddler Reading Research from a Multi-subject Perspective", also suggests that, in the context of digitization, researchers can comprehensively consider the application of aesthetic-engineering theories to reading for young children, and study the scientific theories and feasible strategies to adapt to the needs of young children's digital reading in the new era, while ensuring the healthy development of young children's physical and mental health. [5] It can be seen that the current digital reading has gradually become a new way of reading for young children, and digital reading enriches the reading experience of young children by providing interactive animation, sound effects, games and other forms. The survey shows that in 2023, the contact rate of minors aged 0-17 years old in China's digital reading mode is 74.7%, which is 1.3 percentage points higher than the 73.4% in 2022. [6] Currently it is more common for teenagers to read books through electronic devices. Some parents are busy with work or restricted by other factors, and cannot accompany their young children to read offline, not to mention making timely guidance and evaluation. Therefore, they will choose electronic devices for young children to read in order to achieve the purpose of cultivation. Currently, multimedia devices are commonly used in schools, and teachers will also utilize the convenience they bring to let young children read electronically. The popularization of digital reading has led to changes in the way and content of early reading for young children, breaking through the limitations of paper-based reading and facilitating fragmented reading for young children.

3. Opportunities and Challenges of Early Childhood Reading under the Background of Informationization

3.1. Opportunities of Early Reading for Young Children

First of all, the cultivation of young children's early reading ability in the background of informationization is conducive to the development of young children's cognitive awareness and ability. The reading resources of informationization are huge in number and diverse in form, including text, pictures, animation, audio and other forms, which can meet the diverse reading needs and learning desires of young children. The application of information technology can organically combine text and pictures, stimulate children's senses by virtue of bright colors and strange combinations, mobilize children's enthusiasm for reading, stimulate children's curiosity, thus helping children understand abstract text expressions and improve children's comprehension and cognitive awareness.

Secondly, information technology means can assist teachers to carry out teaching activities and provide more possibilities for young children's reading and learning. Kindergarten teachers utilize the medium of information technology for teaching, enriching the form of early reading activities for young children and providing new teaching solutions. For example, by displaying audio, video and images through the electronic whiteboard, they can attract the attention of young children, stimulate their imagination, create a relaxing and pleasant reading teaching

environment for young children, and enliven the teaching atmosphere. This kind of teaching has the advantage of interactivity, children can not only hear the voices of each character in the story, but also interact with them, a combination of multiple senses, can guide children to actively participate in reading, and improve their reading efficiency.

Once again, young children have strong language imitation ability, and informational reading can help young children understand the language and words in the primary stage and cultivate their expression ability. Educators use e-books, toy books, and picture books to assist young children in reading, and young children are able to engage in dialogues with them, thus promoting interaction between young children and reading materials, enhancing their ability to express and communicate in language, and also providing them with richer language communication experiences. The reading mechanism that utilizes instant voice feedback from information technology can enhance children's ability to acquire expressions and skills, which can help them learn more vocabulary.

Finally, information technology reading can also promote the comprehensive development of young children, which is conducive to the formation and development of young children's personality. Intelligent reading software and platforms can provide children with personalized reading and learning programs according to their age, interest, ability and other individual differences. This kind of reading and learning not only can better meet the learning needs of young children, but also can promote their personalized development and help cultivate their independent reading habits and abilities. The information age is changing rapidly, and we should make full use of the educational opportunities brought about by it in early childhood reading education, combine teaching and information technology organically, and adopt appropriate teaching methods and means to promote the improvement of young children's early reading ability.

3.2. Challenges of Early Reading for Young Children

While information technology brings convenience and advantages, we also need to pay attention to the problems it may bring. Currently, there are a large number of reading resources and information on the Internet platform, but there is no lack of content that is not suitable for early childhood reading. Young children's age, the lack of information discernment ability, it is easy to be influenced by bad information, which also shows that some of the early digital reading content for young children still need to improve its authority and scientific, how to scientifically screen out the reading content suitable for the physical and mental development of young children is the problem that educators need to solve today.

Secondly, young children's self-control is poor, it is easy to be addicted to e-reading, and always rely on digital media, so that when reading, they are more willing to read through digital media rather than paper books. The multimedia effect of digital reading can distract young children's attention, e.g., young children will be curious about how the electronic device operates and focus on something other than reading. Prolonged attention to electronic devices also reduces children's communication with parents and peers, which is not conducive to children's social development and can cause great damage to children's eyes.

In addition, early reading is highly dependent on the assistance and guidance of parents and teachers. However, many teachers still have many problems in the process of utilizing information technology for teaching, such as not being able to correctly combine multimedia courseware and books, and appearing to be out of phase with each other. [7] Some parents can not accurately control the time and frequency of young children's use of e-reading products, do not know how to choose the appropriate information technology reading tools, reading content, reading methods, for how to guide their children to read nothing.

To summarize, in the context of the information age, how educators can choose reading materials suitable for the physical and mental development of young children, how to integrate

information technology into early reading activities, and how to correctly guide young children to read are the current difficulties in carrying out early reading activities. As educators, we need to balance the advantages and disadvantages of the information age, so that its positive role in early childhood reading education can be fully realized.

4. Strategies for Cultivating Early Reading Ability of Young Children under the Background of Informationization

4.1. Creating a good reading environment and cultivating young children's motivation to read

Under the background of the wide application of information technology, educators should try to use diversified information technology means to create a good atmosphere and environment for young children in the process of cultivating their early reading ability. First of all, teachers should create a relaxing and enjoyable reading environment for young children so that they can quickly immerse themselves in the fun of reading. For example, educators can set up independent reading places and special desks, create a bright and quiet reading environment for young children to create a harmonious and good reading atmosphere, so as to avoid or reduce the interference of various external influences on children's reading. And more independent reading environment and good reading atmosphere, can help children to establish the psychological environment of active reading, enhance the enthusiasm of young children reading.

Secondly, kindergartens should establish a cluster reading space and environment, and widely use information technology to build diversified reading platforms, equipment and resource systems for young children, to ensure that class reading activities are both collective and unique harmonization. In the teaching process, early childhood teachers should make full use of the nature of young children's willingness to communicate with their peers to create a collective reading environment and atmosphere, and at the same time utilize human-computer interaction to increase young children's desire to express themselves and enhance their ability to express themselves. Educators can also take advantage of the digitalization of reading, mastering the electronic reading equipment to record the data of young children's reading habits, data analysis and reference, understanding of young children's reading interests, difficulties, and carry out targeted independent guidance and teaching, helping teachers to efficiently carry out reading teaching activities, and enhancing the fun and effectiveness of kindergarten early reading activities.

4.2. Carefully selecting reading materials to enrich children's reading experience

It is crucial to provide diversified materials for early reading, which not only helps to stimulate young children's interest in reading and enrich their reading experience, but also promotes their overall cognitive, emotional and social development. Educators need to obtain reading materials from a variety of sources, such as classic fairy tales, fables, children's songs, and popular science, which can enrich children's knowledge and improve their reading comprehension. Afterwards, these reading materials are integrated, and high-quality books suitable for young children's age are selected to carry out corresponding teaching activities. Through teaching and learning, children can acquire knowledge in various aspects. At the same time, teachers can also utilize information technology means such as digital libraries and online education resource libraries to provide more diversified reading choices for young children. In addition, the age, gender and cognitive characteristics of young children are also different, for example, boys tend to read nature and popular science books, while girls tend to read picture books, so educators need to provide different forms of reading materials for the specific

conditions of young children. For children aged three to four, unintentional attention is the main focus, and intentional attention can only reach three to five minutes. Therefore, teachers should choose new and colorful reading materials for children, which can effectively attract children's attention. In addition, the thinking of children at this stage is still characterized by intuitive action, inseparable from the perception of concrete things, and poor comprehension. Therefore, teachers should choose reading materials for children that are shorter, with less text, and easy to be understood by children.

In addition, in the process of selecting materials, teachers should not be limited to a certain type of books, but should have a variety of subjects to promote the development of children's abilities in various aspects, and should also pay attention to the integration of resources and the diversification of materials, so as to create a colorful and enjoyable reading world for children.

4.3. Utilizing information technology to carry out activities to enhance young children's ability to express their understanding

In the age of information technology, with the development of network technology, the organic fusion of sound, picture, text and words, a variety of forms of reading have emerged. As young children are too young, it is difficult for them to read a single paper text reading text both effectively and persistently as adolescents and adults do. Educators can then effectively integrate information technology with early reading activities for young children. The use of audio books, whiteboards, children's tablets and other information digital media platforms for teaching and learning, to enhance the fun of reading, all-round assistance in early reading of young children's early reading of sight, hearing, speech, touch and other reading behavior, to enhance the reading ability of young children. However, in the process of integrating information technology for teaching, educators should also give full consideration to the physical and mental development characteristics of young children, and reasonably control the teaching time to avoid the electronic equipment to the young children's physical and mental harm.

For example, teachers can use multimedia to display reading materials, young children can not only hear the voices of the characters in the story, but also see the dynamic pictures, so that the original boring text pictures become active, can effectively stimulate young children's audio-visual, deepen young children's understanding of the reading content. For example, in the electronic picture book *Mr. Octopus Sells Umbrellas*, when children hear the sounds of rain and driving in the story, they are able to imagine the pictures in the story, understand the content of the story, and also express the content of the story according to the order in which the pictures appear. Through human-computer interaction, it can increase children's desire to express themselves. Teachers can also combine the age characteristics of young children, choose materials that are close to their lives, and reasonably design the reading content. In the process of teaching, children are more likely to deeply understand the story content through the dynamic images, so as to express themselves. Based on this, teachers should make reasonable use of the advantages brought by information technology to lay a solid foundation for young children's future learning.

4.4. Strengthening home and family cooperation to enhance the effectiveness of reading for young children

Family is an important place to promote young children's emotional, social and moral development, while kindergarten is an important place to promote young children's cognitive, language and skill development. It can be seen that families and kindergartens, as two important places in the process of young children's growth, are both important subjects in promoting young children's development, although they bear different responsibilities and

play different roles. Therefore, realizing home and kindergarten co-education is an important way to improve young children's early reading skills.

First of all, families and kindergartens should strengthen communication and cooperation. As the first place for young children to grow up, the family plays the role of the first teacher of young children. Kindergartens should fully recognize the important role of families, establish close contact with parents and build cooperative relationships. When kindergartens prepare for activities, they should actively invite parents to discuss and plan together, obtain their support, and create conditions for promoting the growth of young children. As parents, they also need to actively cooperate with the kindergarten, actively express their personal opinions and take the initiative to put forward constructive suggestions. [8] In addition, home and family need to strengthen the interaction between the two sides, with the help of information network technology, to promote more efficient and convenient communication and exchange. Parents can also send the type and total amount of books read by children at home to teachers through social software, so that teachers can understand the current reading status of children according to the information, and formulate appropriate reading programs and teaching activities according to the situation. Secondly, parents should work together to implement reading instruction. Especially for children who do not like to read, should be timely implementation of scientific guidance, such as before reading, you can tell stories, play games and other ways to introduce, so as to stimulate children's interest in reading. For example, when telling the story "Who Bit My Big Cake", you can first take out the big piece of picture with a missing piece and ask children why there is a missing piece, so that children can explore and stimulate their interest. After completing the reading, you can also role-play with the children to deepen their understanding of the story. Finally, home and family should carry out rich and diversified reading activities. Kindergartens and families can organize reading punch card activities, in which children come home from school and complete daily reading activities under the guidance of their parents and send them to teachers in the form of videos. At the same time, parents can also guide their children to recall the content of the story and relive the storyline after they read the book. In addition, kindergartens can also organize parent-child reading activities, inviting parents to join their children in the wonderful journey of story reading. In the process of parent-child reading, parents should teach by example, only in this way can we really improve the reading effect of young children and promote the development of early reading ability.

5. Conclusion

In summary, the effective integration of information technology into early reading activities for young children has important educational value. Therefore, educators should effectively use the advantages brought by information technology to create a good atmosphere for cluster reading, select reading materials suitable for the physical and mental development characteristics of young children, and carry out teaching activities in combination with electronic devices in order to enhance the fun of reading, stimulate the interest of young children in reading, and cultivate young children's digital reading ability.

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