Research on the Current Situation and Countermeasures of Informatization Teaching Ability of Rural Preschool Teachers
Taking 6 Township Kindergartens in H District as Examples

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ABSTRACT
In kindergartens, fully utilizing informatization to carry out educational and teaching activities can effectively stimulate children's interest in activities and better achieve educational goals. However, in actual teaching activities, there are still many problems and obstacles, such as insufficient attention from relevant regulatory authorities, lack of kindergarten infrastructure, and weak informatization awareness among teachers. The existence of these problems has led to the fact that the level of informatization teaching of preschool teachers fails to meet the requirements of national policies and the new curriculum reform in the information age. In order to study and solve these problems, this paper takes 6 township kindergartens in H District as the survey objects, studies the current situation of rural preschool teachers carrying out informatization teaching within the area, analyzes the problems in the process, and proposes targeted and feasible suggestions to promote the joint development of preschool children, rural preschool teachers, and kindergartens.

Keywords: *Rural areas, Preschool teachers, Informatization teaching ability.*

1. INTRODUCTION

In 2018, the Ministry of Education clearly proposed in the Education Informatization 2.0 Action Plan that by implementing the Education Informatization 2.0 Action Plan, the informatization application level and the information literacy of teachers and students would be basically improved by 2022, and the "Internet plus education" platform would be built.[1] The Work Points of the Ministry of Education in 2021 clearly pointed out that the country should actively promote the construction of education informatization with the goal and task of accelerating the high-quality development of education informatization and actively developing "Internet plus education". The Outline of National Medium and Long Term Education Reform and Development Plan (2010-2020) clearly proposed to strengthen the application of information technology and improve the level of information technology application among teachers.[2] The 13th Five-Year Plan for the Development of National Education emphasized the need to promote educational modernization through educational informatization, actively promote the integration and innovative development of information technology and education, and encourage teachers to use new technologies to improve their teaching level and innovate teaching models.[3] In the 2021 National Working Conference of ICT in Education, it was pointed out that education informatization should be viewed based on the construction of an education power, the balance of high-quality education, and the development of education reform, and that the improvement of the informatization ability of educators should be used to promote high-quality development of education.

The successive introduction of national policies and regulations reflects the increasing emphasis of the country on carrying out informatization education and enhancing the informatization

teaching ability of teachers. Preschool education is an integral part of basic education. Improving the informatization teaching ability of preschool teachers can not only effectively promote the stable and rapid development of preschool education, but also increase their knowledge and skills while meeting the educational requirements of the information age, creating a new teaching atmosphere.

2. RESEARCH TOOLS

The survey questionnaire of this study referred to the survey questionnaires of related master's theses such as "A Survey on the Information Technology Application Ability of Preschool Teachers" (Hu Bingjie, 2020) [4] and "Research on the Current Situation of Information Technology Teaching Ability Among High School Teachers in Zhenyuan County" (Wang Fangli, 2018) [5], and then developed the "Survey Questionnaire on Informatization Teaching Ability of Rural Preschool Teachers - Taking Township Kindergartens in H District as Examples". The questionnaire was mainly designed from 6 dimensions: awareness and attitude, information technology operation ability, planning and preparation ability, organization and management ability, evaluation and diagnosis ability, and learning and development ability. The survey subjects were 2 public kindergartens and 4 private kindergartens in H District's township, with a total of 210 rural preschool teachers. The age, teaching experience, educational background, and computer rank level of the surveyed preschool teachers varied, ensuring the representativeness of the survey subjects and accurately reflecting the true level of informatization teaching of preschool teachers in the 6 township kindergartens in H District. A total of 210 questionnaires were distributed and 202 were collected, with a recovery rate of 96.1%. Excluding 2 invalid questionnaires, the effective rate of the questionnaire is 95%. The overall Cronbach value of the questionnaire is 0.932, indicating good internal consistency reliability. According to the Bartlett's sphericity test results, the value of P is 0.000, which is smaller than 0.05, which is statistically significant and suitable for factor analysis.

3. ANALYSIS OF THE CURRENT SITUATION OF INFORMATIZATION TEACHING ABILITY OF RURAL PRESCHOOL TEACHERS

3.1 Basic Information Statistics of Survey Subjects

Among the 6 township kindergartens surveyed, there are 13 male preschool teachers, accounting for only 6.5% of all teachers. There are 187 female preschool teachers, accounting for 93.5% of all teachers. It can be seen that there are fewer male preschool teachers. 39.5% of teachers are in the age range of 30-35 years old; 3.5% of teachers are aged 25 and below; 27.5% of teachers are in the age range of 25-30 years old; 29.5% of teachers are in the age range of 35 years old and above; there are not many young teachers. Among these teachers, the highest educational background is undergraduate, accounting for 31.5% of all. Teachers with a college degree account for 59%. 9.5% of teachers have a technical secondary school background or below, which generally meets the current educational requirements for preschool teachers in the country. 62% of them didn't participate in or pass the Computer Rank Examination. 21.5% and 16.5% passed the National Computer Level 1 and National Computer Level 2 examinations respectively. Currently, no teachers have passed the National Computer Level 3 Examination. 52.5% of them fail to have professional titles. Only 3 of them have obtained senior titles in early childhood education, accounting for 1.5% of the total number of teachers. Therefore, this study doubts whether the evaluation of professional titles for rural kindergarten teachers in the region is relatively difficult, and whether the promotion opportunities for teachers are hindered.

3.2 The Current Situation of Informatization Teaching Ability of Rural Preschool Teachers

3.2.1 The Overall Analysis of the Development of Informatization Teaching Ability Among Rural Preschool Teachers

From "Table 1", it can be seen that the mean values of the 5 dimensions are between 3.09 and 3.39, all exceeding the theoretical median of the five level rating of 3. Among them, the dimension

of learning and development ability (M=3.39) scores better, while the dimension of awareness and attitude (M=3.09) scores worse. By observing the mean values, it can be inferred that rural preschool teachers still need to actively improve their awareness and attitude towards informatization teaching and strengthen their ability to learn relevant information technology operations, and at the same time, teachers have a relatively high enthusiasm for using informatization to conduct teaching evaluations and promote their own development.

Table 1. Mean values of various dimensions of informatization teaching ability development for rural preschool teachers

Dimension	Awareness and attitude	Information technology operation ability	Planning and preparation ability	Organization and management ability	Evaluation and diagnosis ability	Learning and development ability	Total
Mean value	3.09	3.20	3.25	3.31	3.35	3.39	3.26
Standard deviation	0.02	0.03	0.03	0.04	0.05	0.02	0.08

3.2.2 Analysis of Various Dimensions in the Development of Informatization Teaching Ability Among Rural Preschool Teachers

In terms of "awareness and attitude", the average score for each question is not high, with the lowest average score (M=3.06) for "understanding the relevant standards issued by the country for the information technology application ability of preschool teachers". The standard deviation in the dimension of awareness and attitude is only 0.02, indicating that there is no significant difference between teachers with different basic situations in this dimension, and that most preschool teachers don't attach importance to using information technology to carry out teaching activities.

In terms of "information technology operation ability", preschool teachers score lower than the mean value of 3.20 in "using information technology to solve difficult and important problems in daily activities", "proficiently operating multimedia equipment", and "proficiently applying demonstration software". The standard deviation of this dimension is 0.03, indicating weak differences among teachers. The vast majority of preschool teachers can search for relevant materials and use teaching equipment according to their own teaching activities, but they are not proficient enough, and various problems often arise during the use process.

In terms of "planning and preparation ability", although the average score under this dimension is only 3.25, the score of each subquestion has significantly improved. This also indicates that most preschool teachers can choose suitable informatization resources based on the different needs of their teaching activities before starting teaching activities. However, the score for "modifying and organizing courseware downloaded online" is relatively low (M=3.19), while the score for "actively utilizing information technology resources to stimulate children's learning interest and enthusiasm in the informatization environment" is also relatively low (M=3.24), both of which fail to exceed the mean value of 3.25. This indicates that the ability of preschool teachers to use information technology resources to stimulate children's learning interest and enthusiasm is not high enough. A considerable number of preschool teachers only focus on presenting and showcasing teaching content in the application of information technology, and don't consider whether it can effectively stimulate children's interest.

In terms of "organization and management ability", the average score of preschool teachers in "cultivating children's autonomous, cooperative, and exploratory learning activities in the informatization environment" is relatively low (M=3.24), which is lower than the mean value. While the score of "using information technology resources reasonably to provide personalized learning experience for young children" is relatively good (M=3.35), exceeding the mean value. This indicates that most preschool teachers can use information technology to increase the attraction of children's attention during the process of informatization teaching. But there are also situations where teachers only use it in a general manner and lack personalized use. The standard

deviation in this dimension is 0.04, which is relatively large compared to other dimensions, indicating that there may be differences between different teachers in this dimension.

In terms of evaluation and diagnosis ability, the mean value is generally high. The scores for "using observed and collected children's activity responses to adjust their teaching behavior in a timely manner" and "being able to use learning management platforms and other technical tools to collect and organize children's works, process resources, or other stage information generated during various activities" are 3.32 and 3.29, respectively, both lower than the mean value of 3.35. This reflects that preschool teachers have weak awareness of timely reflection and learning, limited understanding of technical tools or methods used for evaluating young children, and weak ability to evaluate informatization teaching. In this dimension, the standard deviation is 0.05, which is the largest among all dimensions, indicating significant differences in evaluation and diagnosis ability among different teachers.

In terms of "learning and development ability", preschool teachers score higher (M=3.43) in "conducting communication and discussion activities with colleagues through the Internet", exceeding the mean value of this dimension. It can be seen that a large number of preschool teachers use the Internet as a medium or other platforms to share educational resources and exchange educational experiences with colleagues. However, the score of "actively participating in information technology training and effectively using the training results for teaching" is the lowest (M=3.37), which fails to exceed the mean value. This indicates that the ability of teachers to convert the resources they have obtained into usable resources in actual teaching activities is still relatively weak.

3.3 Analysis of the Differences in the Development of Informatization Teaching Ability Among Rural Preschool Teachers

3.3.1 Differences in Informatization Teaching Ability of Rural Preschool Teachers of Different Ages Across Different Dimensions

According to "Table 2", regardless of the age status of individual preschool teachers, there is no difference in the 6 dimensions of informatization teaching (P>0.05). Among the 200 teachers surveyed in 6 township kindergartens in H District, most of them are in the age range of 30-35 years old, and only a very small portion are in the age range of 25 years old and below. Overall, due to the lack of significant age differences among the surveyed rural preschool teachers, this may also be an important factor that leads to the lack of significant differences in the development of informatization teaching ability among rural preschool teachers of different age groups.

Table 2. Differences in informatization teaching ability of rural preschool teachers of different ages across different dimensions

Item	F
Awareness and attitude	0.54
Technology literacy	0.35
Planning and preparation	0.90
Organization and management	1.63
Evaluation and diagnosis	0.93
Learning and development	0.50

a Note: * represents p<0.05, * * represents p<0.01, and * * * represents p<0.001.

3.3.2 Differences in Informatization Teaching Ability of Rural Preschool Teachers with Different Educational Backgrounds Across Different Dimensions

By observing "Table 3", it can be seen that if there are differences in the educational backgrounds of teachers, there are also significant differences in awareness and attitude, planning and preparation, evaluation and development, and other aspects towards improving informatization teaching ability. In several dimensions with significant differences, rural preschool teachers with higher educational backgrounds score better than those with lower educational backgrounds. This indicates that the informatization teaching ability of rural preschool teachers is related to their own educational level and attention should be paid when adopting strategies in the future.

Table 3. Differences in informatization teaching ability of rural preschool teachers with different educational backgrounds across different dimensions

Item	F	Pairwise comparison
Awareness and attitude	4.07**	③>①, ③>①, ②>①
Technology literacy	3.11*	③>①
Planning and preparation	3.57**	③>①, ③>②, ②>①
Organization and management	3.31*	③>①
Evaluation and diagnosis	6.25**	③>①, ③>②, ②>①
Learning and development	4.86**	③>①, ③>②

a Note: * represents p<0.05, * * represents p<0.01, and * * * represents p<0.001.

b ① Technical secondary school education or below; ② College degree; ③ Undergraduate degree; ④ Master's degree or above

3.3.3 Differences in Informatization Teaching Ability of Rural Preschool Teachers with Different Professional Titles Across Different Dimensions

According to "Table 4", there is no particularly significant difference in the various dimensions of informatization teaching ability among preschool teachers with different professional titles. According to the survey, most teachers currently don't have professional titles and only a very small number of teachers have professional titles, which are not particularly high. This may be an important factor that leads to the lack of significant differences in the development of informatization teaching ability among preschool teachers with different professional titles in various dimensions.

Table 4. Differences in informatization teaching ability of rural preschool teachers with different professional titles across different dimensions

Item	F
Awareness and attitude	1.14
Technology literacy	0.39
Planning and preparation	0.43
Organization and management	0.48
Evaluation and diagnosis	0.93
Learning and development	0.46

a Note: * represents p<0.05, * * represents p<0.01, and * * * represents p<0.001.

3.3.4 Differences in Informatization Teaching Ability of Rural Preschool Teachers with Different Computer Skills Across Different Dimensions

According to "Table 5", there are significant differences in some dimensions among preschool teachers with different computer skills. It is obvious that teachers with high computer skills have significantly higher development in informatization teaching ability than those with lower computer skills, and it is most evident in the dimension of learning and development.

Table 5. Differences in informatization teaching ability of rural preschool teachers with different computer skills across different dimensions

Item	F	Pairwise comparison
Awareness and attitude	1.53*	③>①, ④>①
Technology literacy	1.65*	③>①
Planning and preparation	1.52*	③>①, ③>②
Organization and management	0.84	
Evaluation and diagnosis	0.93	
Learning and development	4.29**	④>①, ④>②, ③>②

a Note: * represents p<0.05, * * represents p<0.01, and * * * represents p<0.001.

b ① Didn't participate in or pass the Computer Rank Examination; ② National Computer Level 1; ③ National Computer Level 2; ④ National Computer Level 3; ⑤ National Computer Level 4.

4. ANALYSIS OF PROBLEMS IN INFORMATIZATION TEACHING FOR RURAL PRESCHOOL TEACHERS

4.1 Weak Awareness of Informatization Teaching Among Rural Preschool Teachers

According to the above survey, the score of rural preschool teachers in the dimension of awareness and attitude is only 3.09, indicating a slight lack of awareness among preschool teachers in carrying out informatization teaching. Firstly, some rural preschool teachers are not familiar with the requirements and standards for teachers' informatization teaching ability in the policy documents issued by the country, and their weak

development awareness directly affects the implementation of informatization teaching. Furthermore, some young teachers have the awareness of developing informatization teaching, but it is only limited to some simple and superficial aspects. For informatization teaching with high difficulty, teachers generally resist it. Over time, not only will the informatization teaching ability of teachers not be improved, but it will also affect normal educational and teaching activities.

4.2 Weak Ability of Rural Preschool Teachers to Utilize Informatization Teaching Tools

According to the above survey, it is evident that the score for the dimension of "information technology operation ability" is not very high (M=3.20), which doesn't exceed the overall mean value. By analyzing and comparing the differences between teachers with different educational backgrounds and computer skills, it can be found that due to the lack of education and computer knowledge, the current rural preschool teachers have weak ability to use informatization teaching tools and can't flexibly use the informatization teaching tools provided by kindergartens. Due to the fact that rural preschool teachers mostly have technical secondary school and college degree backgrounds, and some teachers have longer teaching experience and have been away from school for a long time, it is difficult for them to master the necessary informatization teaching tools for preschool teachers at present. Over time, the developmental needs of young children can't be guaranteed, and the informatization teaching ability of teachers has also stagnated.

4.3 Low Integration and Utilization of Informatization Education Resources by Rural Preschool Teachers

According to the previous survey, it is found that rural preschool teachers fail to score high in the dimension of "planning and preparation ability" (M=3.25), indicating that their ability to integrate and comprehensively utilize relevant informatization education resources in carrying out informatization teaching still needs to be improved. At present, rural preschool teachers generally have the ability to use informatization teaching methods to search for and collect required teaching resources. However, it can't be ignored that rural preschool teachers still lack the ability to process, integrate, and fully utilize high-quality informatization teaching resources. In the process of carrying out informatization teaching, preschool teachers often rely on existing online educational resources or resources shared by other kindergarten teachers, without fully considering the actual teaching objectives and the specific needs of the children in their classes. Moreover, when using relevant informatization education resources, they only copy them without achieving personalized teaching.

4.4 Insufficient Efforts by Rural Preschool Teachers to Use Informatization Tools for Teaching Evaluation

According to the previous investigation, although it can be seen that the score in the dimension of "evaluation and diagnosis ability" is relatively good (M=3.35), there are still some rural preschool teachers who lack awareness and practice of using informatization tools to carry out teaching evaluation in actual teaching activities. In daily educational and teaching activities, teachers generally only use informatization teaching tools to carry out teaching activities, and fail to attach importance to using informatization tools to observe and collect children's activity responses, so as to reflect and adjust their teaching behavior in a timely manner. In addition, most teachers also overlook the use of informatization tools to collect and organize works, process resources, or other stage information generated by young children in various activities.

4.5 Difficulty in Meeting the Personalized Needs of Rural Preschool Teachers to Improve Their Informatization Teaching Ability

After research, it is found that rural preschool teachers have the highest score in the dimension of "learning and development ability", indicating that they still have a strong awareness of improving their informatization teaching. There are certain differences in the various dimensions of informatization teaching ability among teachers with different educational backgrounds and computer skills. Many young preschool teachers with short teaching experience who have just entered the industry believe that they have advantages in receiving new information and can use the Internet as a medium to obtain knowledge about informatization teaching to improve their own informatization teaching ability. However, for some rural preschool teachers with longer teaching

experience and older age, most of them are not familiar with information technology, unable to keep up with the pace of the times, and have less interest in developing informatization teaching ability, making it difficult to break through the current situation of informatization teaching development. At present, the channels or means provided for teachers rarely consider these factors, which lead to the inability to meet the personalized requirements of teachers. Over time, the enthusiasm of teachers is frustrated and the improvement of informatization teaching ability is also affected.

5. CONCLUSION

5.1 Strengthening Theoretical Learning and Guiding Teachers to Have a Correct Understanding of Informatization Teaching

To improve the informatization teaching level of rural preschool teachers, it is necessary to first enhance their awareness of informatization teaching. Only by recognizing the importance and necessity of informatization teaching can there be the possibility of improving teachers' informatization teaching ability. Firstly, teachers should strengthen theoretical learning, cultivate awareness of informatization teaching, read and understand the requirements and suggestions of current national laws and regulations on the informatization teaching ability of preschool teachers in daily teaching and research activities, observe high-quality informatization teaching activities created by other preschool teachers online, and make full use of their spare time to learn and improve their own informatization teaching ability. Secondly, kindergartens can provide platforms and opportunities for rural preschool teachers to enhance their understanding of informatization teaching by inviting experts to give lectures and special-class teachers to provide on-site Q&A. Thirdly, kindergartens can incorporate relevant further education and training into their annual teacher assessments to enhance the enthusiasm of rural preschool teachers to participate in learning and training. Preschool teachers should also actively seize the opportunities provided by kindergartens, actively learn relevant informatization knowledge, and improve their own informatization teaching ability.[6]

5.2 Carrying out Skill Training and Enhancing Teachers' Ability to Utilize Informatization Tools

As the main body of informatization teaching, rural preschool teachers must have good ability to operate informatization teaching tools. The improvement of teachers' ability to use informatization tools not only depends on their personal practical experience summary in daily teaching activities, but also on targeted teacher vocational training such as computer basic knowledge and operation training, multimedia application level training, etc. In response to the difficulties faced by some rural preschool teachers in using informatization tools, kindergartens can regularly conduct relevant knowledge and skill exchanges and learning and appropriately organize skill competitions. Teachers should establish assistance groups internally, aiming to help every rural preschool teacher master the ability to use informatization teaching tools, improve their computer skills, enable each teacher to proficiently use various multimedia teaching equipment, improve their informatization teaching ability, optimize and improve their teaching process, and thus enhance the scientific research technology and educational level of kindergartens and even the entire preschool education profession.

5.3 Encouraging Bold Innovations and Cultivating Teachers' Awareness of Integrating Informatization Education Resources

In the process of carrying out informatization teaching, rural preschool teachers can generally use informatization tools to search and collect the relevant teaching resources they need. However, it should also be pointed out that most rural preschool teachers fail to have the ability to process, integrate, and provide high-quality informatization teaching resources. In this regard, kindergartens can make relevant suggestions and requirements, requiring rural preschool teachers to consider the current situation and actual needs of the development of the children of their classes when using informatization education resources or carrying out informatization teaching, as well as encouraging bold innovation, creative integration and use of various informatization education resources. Relevant education departments can also provide abundant informatization education resources for rural preschool teachers, avoiding teachers wasting too

much energy in searching for educational resources and neglecting the integration and utilization of educational resources.[7]

5.4 Improving the Evaluation System and Attaching Importance to the Informatization Evaluation Ability of Teachers

At present, rural preschool teachers lack awareness and ability to use informatization tools to carry out teaching evaluation. Therefore, it is necessary to establish and improve relevant evaluation systems and attach importance to the informatization teaching evaluation ability of rural preschool teachers. In the evaluation process, it is important to always establish the concept of "promoting development through evaluation" and focus on using informatization tools to conduct developmental evaluations. In the process of implementing educational informatization evaluation for preschool teachers, the evaluation concept of "promoting development through evaluation" should always be implemented, teachers should be encouraged to innovate boldly, and informatization tools should be used more often to record and evaluate, such as establishing an electronic young child growth manual, using informatization tools to collect and organize process resource information generated by young children in various educational and teaching activities, and using informatization tools to provide feedback and improve one's teaching strategies and so on.

5.5 Improving Training Quality and Meeting the Personalized Needs of Teachers' Informatization Development

From previous research, it can be seen that most rural preschool teachers learn and improve their informatization teaching ability through onboarding and on-the-job training. Therefore, the important role of onboarding and on-the-job training can't be ignored. Therefore, it is recommended that when every new rural preschool teacher enters the workplace, the kindergarten should provide targeted and practical pre-job training for novice teachers that can improve their informatization teaching ability. During the training process, the kindergarten can invite external informatization experts and scholars to conduct demonstrations and lectures, or invite teachers with higher levels of informatization teaching within the kindergarten to provide guidance and demonstrations. In daily kindergarten activities, experienced preschool teachers with informatization teaching can also be paired with novice teachers for learning, further enhancing the informatization teaching ability and level of novice teachers. In addition, in the process of improving informatization teaching for rural preschool teachers, kindergartens should not only provide teachers with rich learning and further education opportunities as much as possible, but also fully consider the personalized needs of different teachers. Kindergartens should also listen more and understand the real needs of teachers, in order to provide more practical and effective ways and methods.

5.6 Raising the Educational Threshold and Encouraging Teachers to Actively Enhance Their Informatization Ability

Based on the above research, it can be seen that the educational level of teachers and whether they pass computer examinations have a certain impact on the level of informatization teaching for rural preschool teachers. Therefore, when kindergartens try to improve the informatization teaching ability of rural preschool teachers, they can appropriately set certain requirements for their educational backgrounds and computer skills. With the country's attention and importance to preschool education, the admission threshold for preschool education teachers is also raising. Many places require preschool teachers to have a bachelor's degree as their first educational background, so higher requirements should also be placed on the educational background of teachers in rural kindergartens. In addition to educational backgrounds, rural preschool teachers can also be encouraged to actively participate in the national computer level test, and actively master the necessary computer application skills in the process of informatization teaching, in order to improve their informatization teaching ability. At the same time, kindergartens should also correspondingly increase the salary of rural preschool teachers, as well as the selection of relevant professional titles, in order to enhance their enthusiasm and initiative in learning and further education, and give rural preschool teachers enough motivation to improve their informatization teaching ability.

6. CONCLUSION

The limitation of this study is that only preschool teachers from 6 township kindergartens in H District were selected as the survey subjects, and the scope of the survey is not large enough, which may have a certain impact on the research results. This paper only provides a preliminary exploration of the current situation and existing problems of the development of informatization teaching level among rural preschool teachers surveyed within a small scope, and some judgments and speculations require further research and argumentation. Although this paper proposes some solutions to the existing problems, improving the informatization teaching ability of rural preschool teachers can't be achieved with empty talks. These methods have not yet been tested in practice and there may still be areas that need to be modified, which require continuous experimentation and improvement, as well as the joint efforts of relevant departments, kindergartens, and preschool teachers. It is hoped that other scholars can conduct more in-depth research on the development of informatization teaching ability of rural preschool teachers.

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