

Research on the strategies of screen reading to improve the early literacy ability of preschool children in the transition stage of kindergarten

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Keywords: Screen reading, early childhood transition, preschoolers, early reading skills

Abstract: With the advent of the information age, the way of preschool children's reading has ushered in a huge change, and it is more and more common to use electronic products such as computers, tablets, and mobile phones to read. This paper takes the connection between young children and primary school as the breakthrough point, and puts forward targeted strategies to improve the early literacy ability of preschool children by analyzing the current situation of preschool children's screen reading and its impact on the development of preschool children's literacy.

With the advent of the multimedia era, the popularization of mobile terminals represented by intelligence and convenience has quietly changed all aspects of people's lives. Early literacy ability is the core ability for preschool children to complete the transition from childhood to primary school more smoothly. In today's information age, its media, time, and methods have all been integrated with digital resources. The outbreak of the COVID-19 epidemic has made more and more families accept and use electronic products to complete learning on a large scale, which has greatly extended children's screen time. This paper takes the connection between young children and primary school as the breakthrough point, analyzes the relationship between the way of preschool children's screen reading and the development of preschool children's early literacy ability, and tries to find a new way for screen reading to promote the development of preschool children's literacy ability.

1. The current situation of screen reading for preschool children in the transition stage

The importance of the transition stage is that the smoothness of the transition can directly affect the academic performance of preschool children in primary schools and the harmonious development of body, mind and society. Early literacy development in preschool children plays a key role in preschool children's learning after entering primary school. At present, the carrier of early reading is

not limited to paper media such as picture books, books and newspapers, but is more reflected in the endless screen media. Although the development of preschool children's literacy is the result of a combination of factors, many parents still have reservations about the role of screen reading and paper reading materials in improving preschool children's literacy. There are also some parents who find it difficult to choose more suitable screen reading resources for their children. However, with the increasing popularity of digitization, screen media as a tool to assist preschool children in reading and writing has received more attention and recognition from teachers and parents, and more parents may increase the use of multimedia to support children's readiness for school.

2. The effect of screen reading on preschool children's literacy

2.1 Rich in resources, providing stronger selection rights for reading and writing content

Compared with traditional paper media, the screen reading resources available to preschool children are more abundant and diverse, and the presentation forms are also more diverse. There are not only reading resources based on a relatively simple flip-through reading method, but also reading resources presented in the form of audio-visual and animation; there are both educational reading resources and entertainment reading resources. Undoubtedly, it provides children with more freedom and the right to make their own choices.

2.2 Strong interactivity, providing more diverse ways of reading and writing

In the context of the extensive use of big data, screen reading resources can accurately push preschool children with reading and writing content that is more in line with their age, gender, living area, interests, etc., which greatly enhances the stickiness of preschool children. In the process of re-reading, a large number of touch, flip, and point-to-point reading methods are used, which enriches the reading methods and reading experience of preschool children, highlights the interaction between reading materials and readers, and fully stimulates children's interest in reading and writing.

2.3 Convenient storage, strong portability, improve reading and writing efficiency

Currently, tablet and mobile phones are the main carriers of screen reading among preschool children. They have strong storage and portability, and have lower requirements for reading and writing time, place, and environment. One-time performance obtains richer reading and writing resources, and can better integrate various fragmented time in life, which greatly improves the reading and writing efficiency of preschool children.

2.4 Negative effects

Compared with the above advantages of screen reading, we should also be aware of the limitations of screen reading compared with paper-based reading. Compared with traditional paper-based reading, screen reading greatly reduces preschool children's interest in paper-based reading due to its novel and rich stimulation; Screen reading time is not easy to control, which can easily lead to preschool children's reading fatigue and tracking failure, which is not conducive to concentration; too convenient features also lead to fragmented screen reading time, making it difficult to form good

reading habits; Paper-based reading is more conducive to parent-child reading, which can effectively enhance parent-child relationship. In addition, excessive and uncontrolled screen reading based on the sacrifice of outdoor activity time is also likely to cause adverse effects on children's health.

3. Strategies for improving screen reading in the early childhood transition stage to promote preschool children's literacy skills

3.1 Strictly control screen reading time

Screen reading is rich in content, strong in interaction, and strong in audition, making it easy for preschoolers to indulge. However, screen media with rich audio-visual stimuli may increase the amount of information children pay attention to and process, and the distraction of attention can hinder children's reading comprehension. [1] Had a negative impact on the development of their literacy skills. As parents, we should lead by example, use electronic products reasonably, strictly control the screen reading time of preschool children, and reduce children's addiction and dependence on electronic products.

3.2. Reasonable screening of screen content

A growing number of teachers and parents believe that both print and screen media in the home environment provide young children with a physical environment that promotes early literacy development. The screen reading resources available to preschoolers today are all-encompassing, and to some extent, the good and the bad are mixed. More research shows that more selection of educational screen reading resources can positively promote the development of early literacy skills of preschool children.

3.3 The online education industry closely follows the needs of children to develop more educational screen reading materials

Educators and the online education industry need to use their professional judgment and the latest research on digital media, combined with the real needs of preschool children's literacy development, to examine and develop more educational screen activities in a targeted manner. Improve parental educational support strategies in the process of participating in children's screen use.

To sum up, screen reading, as an emerging reading method, has become an important part of the daily learning and life of preschool children in the early childhood transition stage. Although there are still many teachers and parents who have different attitudes about the pros and cons of paper reading and screen reading, from the perspective of social development, we cannot avoid the need to adapt to this new reading method. Actively give play to its advantages, avoid its disadvantages, and try to provide children with reading resources that are more suitable for the development of their reading and writing abilities.

References

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