BHARATI INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH & DEVELOPMENT (BIJMRD)

(Open Access Peer-Reviewed International journal)

DOI Link :: https://doi-ds.org/doilink/08.2024-54163816/BIJMRD/Vol -2 / 6/2024/july/A1

Available Online: www.bijmrd.com|BIJMRD Volume: 2| Issue: 6| July 2024| e-ISSN: 2584-1890

# A Study on the Strategies to Develop Digital Storytelling of Technology in Kindergarten

**Mantu Sahoo[1] & Dr. Vijendra Mishra[2]**

1. Research Scholar, Mansarovar Global University, M. P.
2. Research Guide, Mansarovar Global University, M. P.

**Abstract:**

*Implementing digital storytelling skills in kindergarten is an engaging and creative way to establish technology to young students. Children increase their creativity, communication and critical thinking skills to incorporate technology into the learning experiences of them. Kindergarteners to age accurate devices are tablets and whiteboards. As per the words by Muydinovich (2022), they offer guidance on basic roles and the way to steer the design of storytelling apps for their age group. They use interactive apps of storytelling which are particularly designed for young students. These apps have simple edges, multicolored visuals and engaging fonts by building it easy for kids to make their digital stories.*

**Keywords:** *Kindergarten, Storytelling, Digital, Multicolour.*

Educators motivate children to use multimedia components such as videos, images and sounds in their stories. These components increase creativity and create storytelling interactive. They offer a diversity of resources of media related to themes of technology for them. They organize storytelling workshops for children to brainstorm, collaborate and make stories. These collaborative efforts increase teamwork and social skills to promote creativity in the setting of a group. As per the thinking of Truong and Diep (2023), they offer digital story templates to help structure children's narratives. Templates are making it easy for children to arrange their thoughts and make a storyline around technology related themes. They promote creative expression by permitting children to select their technology related topics for storytelling.

This is offering a strong foundation for future education of a child and development. As per the thinking of Gentari *et al.* (2023), there are different educational applications calculated for kindergarten children who provide interactive games, stories and activities by supporting learning through play. Digital stories are music, animations, and sound effects by creating the storytelling experience more engaging for young students. Tools of digital permit children make their digital stories by increasing their digital and creativity skills. AR and VR technologies make virtual and augmented by providing innovative experiences of storytelling which stimulate curiosity and imagination. Digital websites offer a collection of digital books by storytellers. This is increasing their skills of language and cultural awareness. Play is an important part of early childhood education. Traditional methods involve prepared play activities which help children learn social skills, creativity and problem-solving skills. Traditional storytelling helps to capture the attention of

children to increase language skills and teach values through engaging narratives. Teachers use methods and reading out loud sessions to help children improve their literacy and language skills, and arrange the foundation for reading abilities.

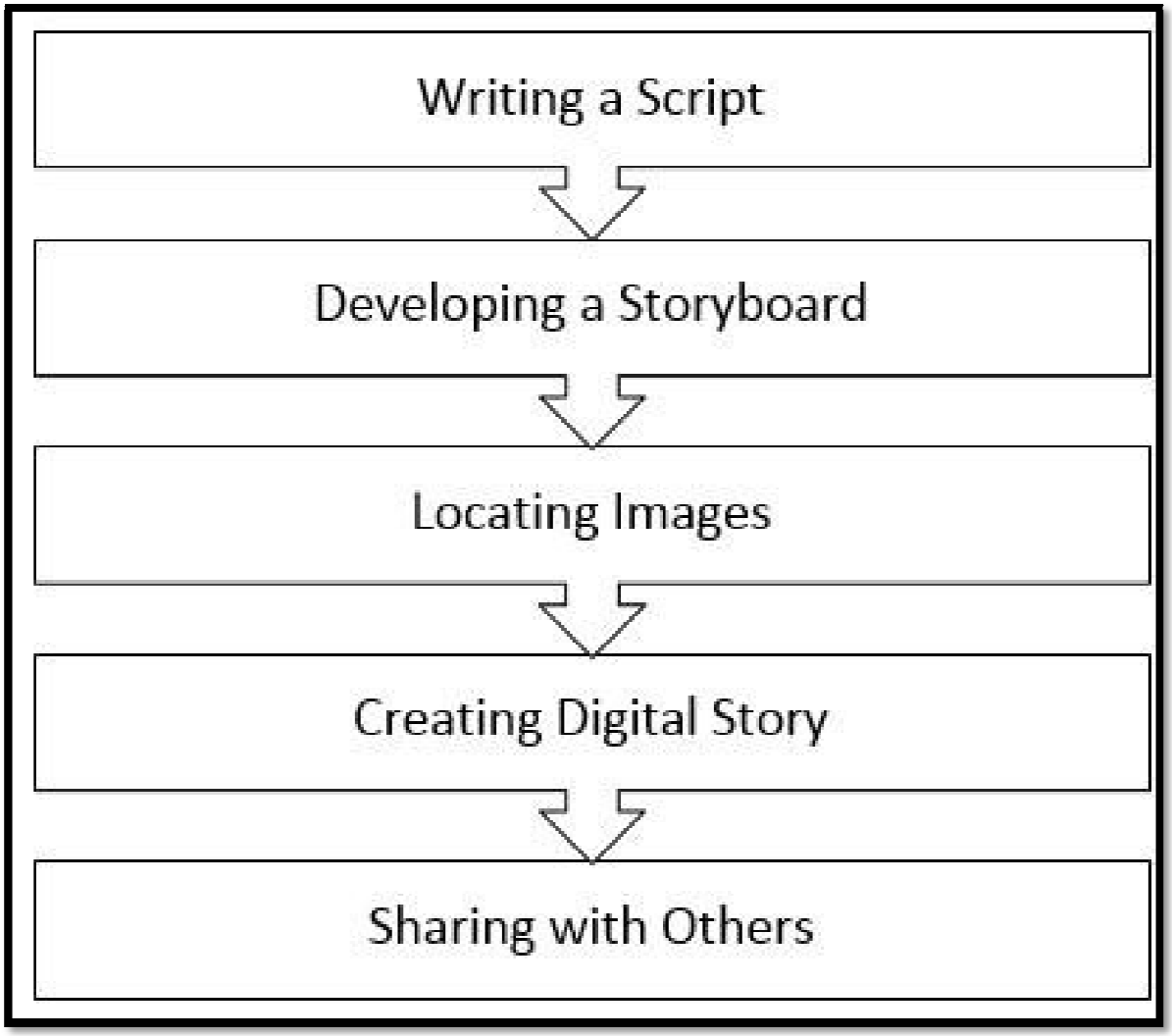


**Figure :Steps of digital strolling**

(Source: Meirbekov, 2022)

This can be anything from computers and robots to explore various gadgets and their functions. They join digital storytelling with experiences related to technology. The technology visits from professionals in the tech industry motivate children and offer them with authentic content for stories of them. They shape storytelling challenges to encourage children to make their digital stories. They celebrate and recognize the efforts of them that enhance their enthusiasm and confidence for digital storytelling.

They involve parents by designing digital storytelling events where parents contribute along with their children. This motivates collaborative learning and permits parents to maintain their digital storytelling journey of child at home. As per the words of Meirbekov*et al*. (2022), this assesses digital stories and offers constructive feedback from children. They focus on their creativity, use of components of technology and storytelling skills. The positive reinforcement and guidance increase the learning experience of them. The integrating digital storytelling's into kindergarten education bring children to technology as well as their communication, creativity and collaboration skills. These strategies help the educators make an enriching and stimulating environment where young students explore technology through their narratives.

Activities including painting, clay and building with blocks help to improve creativity and motor skills by increasing children to communicate themselves. Gardening and outdoor activities support sensory exploration, physical development and an appreciation for the world. As per the thoughts of Zhang *et al.* (2023), the integration of traditional methods and digital storytelling supports the development of children, identifying cognitive, emotional, social and physical concepts of learning. Teachers discriminate instruction depending on personality needs of students by using digital tools for learning as employing traditional methods for activities and interactions with society.

In addition, digital platforms assist communication between parents and teachers keeping parents clued-up about their progress of child and involving them in the learning process. Digital tools attach children from various cultures by developing awareness and understanding from an early stage. Familiarities with technology set up children for the demands of digital of the workforce. As per the words of Prakasa (2023), they are adaptable and tech-savvy. For integrating these methods, educators make engaging and dynamic learning environments which provide the diverse requirements of young students. They have prepared them for a successful journey of education for the future. The traditional teaching and Digital storytelling methods play vital roles in kindergarten education by offering a diverse range of advantages for young students.

**2.2.10 Strategies to develop traditional method of technology in kindergarten**

The traditional teaching methods with technology in kindergarten make an effective and balanced learning environment for young students. As per the discussion by Orishev and Achilov (2023), they start by teaching kindergarten students the basic aspects connected to technology. They use physical activities to help them to understand these concepts in a physical way. They use whiteboards to involve students in experiences of collaborative learning. The whiteboards exhibit interactive lessons, educational games and visual aids by increasing methods of traditional teaching and creating learning dynamic and interactive. They establish educational software modified for kindergarten children.

These programs are considered to be age accurate and support traditional subjects such as language arts, math and science. Educational software offers interactive activities and lessons that link with the curriculum by creating learning and more engagement. The educational videos into lessons visually increase topics. Videos used to clarify concepts in an entertaining and simple manner. As per the view of Davronovich and Mansurjonovich (2023), the videos are designed for young students by focusing on topics relevant to the interests and curriculum of them. They implement digital storytelling by using tools such as digital storybooks and PowerPoint. They motivate students to make digital stories connected to their activities in the classroom. Digital storytelling increases language skills, creativity and proficiency in computers. They discover age accurate online learning platforms that provide educational puzzles, games and activities.

Digital storytelling hypnotizes attention of children through multimedia components for creating learning interactive and engagement. As per the ideology by McKenzie *et al.* (2023), this engagement increases the experience of learning and develops retention. The tools of digital storytelling motivate children to communicate their imagination by making their stories using multimedia components including audio, images and animations. This creative expression engages self-expression and imagination. The digital tools help to improve basic literacy skills digitally which is important in the world. Children learn the way to steer interfaces digitally by using software and understanding digital media. Digital storytelling increases skills of language by revealing children to a diversity of language, structures of sentences and storytelling methods. The stories of digitally need children to create choices, developing languages and critical thinking.

Digital platforms allow access to perspectives and diverse stories. This promotes awareness of culture and understanding from children. Traditional methods motivate interactions for helping children improve important social skills including empathy, communication and cooperation. These skills are important for building connections and performance in society. Activities with physical material promote sensory and

development of motor skill. As per the words by Saura *et al.* (2023), these experiences increase motor skills, awareness and coordination.

These platforms have integrated into activities in the classroom by offering extra resources for supporting traditional subjects as technology in an environment. They focus on basic coding activities which support critical thinking and problem-solving skills. There are languages of visual programming designed for children. This is allowing them to make simple programs through interfaces. The activities of Coding increase computational skills and logical reasoning. Virtual field trips to various places are using virtual reality (VR). Virtual field trips increase traditional lessons and geography science by permitting students to investigate diverse environments and cultures without leaving the classroom. They motivate expression through activities of digital art. This utilizes applications and online art tools permit children to make digital artwork. Digital art activities increase motor skills and creativity as incorporating technology into expression. As per the ideology by Oliveira and de SOUZA (2022), they offer development of training and professional opportunities for teachers to increase the skills of digital literacy. Teachers are proficient in utilizing technology and integrate it into their traditional teaching methods by making an impactful experience of learning for students. Incorporating technology into kindergarten education, balanced manners develop methods of traditional teaching by offering students an educational experience which organizes them for the digital society to maintain the concentration of traditional learning. These strategies help educators make an engaging and supportive learning environment that raises young students.

**References:**


Abduraxmanova, S.A., 2022. Individualization of professional education process on the basis of digital technologies. World Bulletin of Social Sciences, 8, pp.65-67.

Achmad, H., Arsyad, A., Putra, A.P., Sukmana, B.I., Adiputro, D.L. and Kasab, J., 2020. Differences in VO 2 Max Based on Age, Gender, Hemoglobin Levels, and Leukocyte Counts in Hajj Prospective Pilgrims in Hulu Sungai Tengah Regency, South Kalimantan. *Systematic Reviews in Pharmacy*, *11*(4).

Agnusdei, L. and Del Prete, A., 2022. Additive manufacturing for sustainability: A systematic literature review. *Sustainable Futures*, *4*, p.100098.

Akdamar, N.S. and Sütçü, S.S., 2021. Effects of Digital Stories on the Development of EFL Learners' Listening Skill. Education Quarterly Reviews, 4(4).

Akhmedov, B.A., 2022. Use of information and communication technologies in higher education: trends in the digital economy. IJTIMOIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI, pp.71-79.

Al-Abdullatif, A.M., 2022. Towards digitalization in early childhood education: Pre-service teachers' acceptance of using digital storytelling, comics, and infographics in Saudi Arabia. *Education Sciences*, *12*(10), p.702.

Aldosemani, T., 2019. Inservice Teachers' Perceptions of a Professional Development Plan Based on SAMR Model: A Case Study. *Turkish Online Journal of Educational Technology-TOJET*, *18*(3), pp.46-53.

Aldosemani, T., 2019. Inservice Teachers' Perceptions of a Professional Development Plan Based on SAMR Model: A Case Study. Turkish Online Journal of Educational Technology-TOJET, 18(3), pp.46-53.

Aledhari, M., Razzak, R., Parizi, R.M. and Saeed, F., 2020. Federated learning: A survey on enabling technologies, protocols, and applications. IEEE Access, 8, pp.140699-140725.



**Citation:** **Sahoo. M. & Mishra. Dr. V.,** (2024) "A Study on the Strategies to Develop Digital Storytelling of Technology in Kindergarten", *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-2, Issue-6, July-2024.