



THE EFFECTIVENESS IN USING MULTIMEDIA IN PRESCHOOL EDUCATION

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Abstract

The term "multimedia" refers to the combination of several types of media. This contains not only text but also images, music, and video, among other things. For instance, what would be referred to as a "multimedia presentation" would be a presentation that included both audio and video segments. The term "multimedia software" refers to educational programmer that include elements such as animations, sound, and text. CDs as well as DVDs as they can hold a large amount of data, and the majority of kinds of multimedia demand a large amount of disc space, are sometimes regarded to be "multimedia formats. The term "multimedia" originates from the Latin words "multus" and "media," which mean "middle" and "centre," respectively. Together, these words indicate "many." Therefore, the word "multimedia" refers, in a general sense, to the presence of "many intermediaries" between the sources and sinks of information as well as to the presence of numerous ways through which information may be stored, conveyed, displayed, and experienced. Communication that makes use of more than one medium at once is referred to as multimedia, and it may or may not entail the use of computers. It is generally accepted that the use of multimedia will improve the userexperience and lead to a simpler and more rapid comprehension of the information that is being presented. Multimedia can include a variety of formats, ranging from a straightforward PowerPoint slide show to a complex interactive simulation (Learning Circuits). The idea of delivering information in a variety of forms is not a novel one; nonetheless, when examining this notion in the context of multimedia, it often refers to the practise of presenting information in a variety of "digital" formats (Wikipedia, 2006).

INTRODUCTION

Text, video, sound, graphics, and animation are all important components of multi-media presentations. All of the components that are utilised in multimedia have been around for quite some time. Text has the most significant influence on the overall quality of the multimedia interaction due to the fact that it is simply combined with the other parts into a single potent new tool by multimedia. In most cases, the text contains all of the necessary information. Text serves as the connecting factor that binds all of the other forms of media together; sound is utilised to emphasise certain points or to draw attention to a transition from one page to the next. Teachers are able to deliver a great deal of material all at once thanks to sound that is linked to the screen display. When utilised



imaginatively, sound becomes a stimulant to the imagination; when used incorrectly, it becomes an impediment or a nuisance. Video represents information by making use of the skills of vision. Even while this is not in question, the fact that we are able to select how we see and engage with the material of digital video is what opens up a world of novel and fascinating opportunities for the application of digital video in educational settings.

If it is pertinent to the other material on the page and does not appear to be "overdone," video may be an effective tool for generating attention. Video's dramatic capacity to generate an emotional response from an individual may be one of the most persuasive grounds for its employment; animation is used to depict changes in state over time or to give material slowly to pupils so that they have time to process it in smaller chunks. Students are given the opportunity to witness several iterations of change over time based on a variety of factors through the use of animations, which can also be mixed with input from the user. The primary purpose of animations is to show a notion or concept or to convey an idea. The majority of video is captured in real life, whereas animations are created from drawings; graphics offer the widest range of imaginative opportunities for a teaching session. It might be a picture, a painting, some graphs from a spreadsheet, some images from a CD-ROM, or something that was downloaded from the internet. Hand-drawn art can be scanned in and incorporated in the project. Standing offered their observation that "the potential of"

Memory for recognising faces in photographs is very close to being endless. This is due to the fact that looking at pictures requires the use of a wide variety of cognitive abilities, including colour, shape, line, depth, texture, visual rhythm, and notably imagination. Television, or TV, is a kind of telecommunication that allows for the transmission and reception of moving pictures that may either be monochrome (black-and-white) or coloured, with or without accompanying sound. These images can be monochrome (black-and-white) or coloured. There are a few different things that might be referred to as "television," including television sets, television content, and television transmissions. A computer is an information-focused electrical device that was specifically developed to work with data. The word "computer" originates from the Latin word "computare," which literally translates to "to calculate." Without a programme, a computer is unable to accomplish anything. It does it by using a series of binary digits as a representation for the decimal numbers. When people talk about computers, they are typically referring to the Central Processing Unit in addition to the internal memory. Young children should have experiences with both open-ended play and more structured learning when it comes to computer literacy. These experiences should be balanced out. (Segers & Verhoeven, 2002). Children do have the opportunity to engage in a substantial amount of spoken interaction with their instructors and peers when they utilise computers. When it came to utilising the computer applications, children exhibited higher



levels of engaged interest and joyfulness. Using the computer required more focus from them than watching television did. It was determined that the youngsters had a higher level of motivation to use the computer, that they had greater levels of happiness when using the computer, and that they appeared to "get more out" of that experience.

REVIEW LITERATURE

Singh Shilpa (2013) The term "multimedia" refers to the several dimensions of media, which can include text, sound effects, light, animated figures, still photos, videos, and interactive content formats. Multimedia can also be an amalgamation of these elements. Simply said, multimedia is the combination of many types of media in one package. The term "multimedia" refers to the combination of a number of different types of media, such as the compilation of audio, noises, text, images, and other elements that grow in programmes. Students demonstrated greater levels of autonomy, decision-making, and consolidation of past knowledge, critical literacy, and particular numerical and language concepts as a result of their increasing exposure to multimedia. When it comes to supporting students in their learning processes, multimedia plays a very vital role.

In this study, we want to determine the beneficial impact that various types of multimedia devices have on early childhood education by identifying the function that these devices play (3-6). 2013 was the year that the research was carried out. Alambagh was chosen as the primary location for the research project. Pawanpuri, Kailaspuri, Geetapalli, Krishnapalli, and Sujanpura were chosen as the five mohllas that would represent this region. The research involved the participation of a total of 120 primary and pre-primary school teachers. The selection of the samples was carried out using a random sampling approach, and a questionnaire schedule was utilised for the purpose of data collection. Both the F test and the t test are utilised in research for the purpose of data analysis. According to the findings, the function that various types of multimedia devices play in children's lives and the favourable effect that these gadgets have on the children's academic performances and overall development are extremely significant.

Building a keyword list allows us to look for journals and publications, which is the strategy that we use to the literature review of studies. By searching for specific keywords, you may retrieve information and data from many online databases such as the catalogue of your school's library, Google Scholar, Research gate, Frontiers in Education, science Direct, and so on. Included in this list of keywords are phrases such as "multimedia in kindergarten," "multimedia in preschool," "multimedia," "early childhood education," "interactive media," "technology and media," "multimedia literacy," "multimedia education," "multimedia teaching technology," "ICT in education," and similar phrases. We narrowed down our options to ten scholarly publications by doing keyword searches to find relevant material. In the course of our scoping study, we looked at a variety of national and international publications in addition to the research from the



last few years that is considered to be the most representative regarding how mobile multimedia is utilised in kindergarten classrooms and its subsequent effects.

Tarık Başar (2021) been devoting a greater amount of their time to using multimedia gadgets. This study was conducted in order to ascertain, from the perspectives of the parents of preschool-aged children, the part that multimedia plays in the conceptual development of such youngsters. To achieve this goal, a qualitative approach was taken in the design of the research, and a case study approach was utilised as the model. The participants in the study came from seven distinct geographical areas of Turkey, and there were a total of 21 parents involved in the research. The method of sampling that allowed for the most possible variety was utilised in order to identify the parents. In order to facilitate the gathering of data for the study, a semi-structured interview form was utilised. In order to conduct an analysis of the data gathered from the research, the content analysis method was utilised. According to the findings of the study, the types of multimedia devices—televisions, cellphones, and tablets— that youngsters spend the most time using are those that are connected to the internet.

Children favoured using a variety of kinds of media for the primary aim of engaging in activities that were entertaining to them such as playing games. The vast majority of parents were of the opinion that their children need adult supervision anytime they used any form of multimedia device. This was the consensus held by the vast majority of the parents. According to the findings of the study, the advantage of utilising multimedia that was highlighted the most by the parents was concept learning. This was the benefit that was highlighted the most by the parents. The parents said that their children were able to pick up a range of core concepts as a result of their exposure to a number of different types of material presented in multimedia formats. Additionally, the opinions of the parents revealed that animated cartoons, YouTube, and digital games were the forms of multimedia content and apps that contributed the most to the children's acquisition of new ideas. The outcomes of the research allow for the possibility of drawing the conclusion that technology devices that offer children access to a variety of different types of information, such as multimedia content, have a positive impact on the core concept acquisition that occurs in children.

When applied in the field of education, the use of multimedia has the potential to bring about substantial alterations in the manner in which individuals learn, access information, personalise knowledge, and other related activities. At the same time, it gives educators the opportunity to develop teaching methods that are the most efficient (Zulfitriah 2015). The United Nations Educational, Scientific, and Cultural Organization (UNESCO) presents a definition of the content of ICT in education. Within this description, it is mentioned that the use of ICT has the potential to better complement, enrich, and revolutionise education.



We are of the view that the inclusion of ICT into multimedia technology results in the provision of a broader range of alternatives and a higher degree of support for the educational growth and teaching of preschool-aged children. This is the conclusion that we have come to. In addition, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) made the observation that in order for there to be a successful incorporation of ICT into teaching and learning, there needs to be a rethinking of the role that teachers play in the design and use of ICT in order to improve and change learning. This observation was made in order for there to be a successful incorporation of ICT into teaching and learning. Educational institutions need to continually update and modify the ways in which teachers are prepared for their jobs and continue their professional development in order to ensure that all teachers have access to technology in their education. This is necessary to ensure that all teachers have access to technology in their education.

The ICT Competency Framework for Teachers (CFT) is a document that provides a comprehensive picture of the skills that teachers need to have in order to integrate ICT into their professional activity and, as a result, encourage the achievement of academic goals by students. The CFT was developed by the International Society for Technology in Education (ISTE) and the British Computer Society (BCS) (ICT Competency Framework for Teachers 2018).

RESEARCH METHODOLOGY

The purpose of this section is to investigate and have a discussion on the use of multimedia instruction in early childhood education activities. Both qualitative and quantitative approaches are used in the research methodologies. The primary contributors of both information and data to this investigation are as follows: A. The educators working in the kindergartens with which we collaborated, which includes both kindergarten managers and kindergarten instructors. B. Conduct research on how and where the data were collected, including incorporating multimedia-based education into the day-to-day activities of the teaching staff. The following types of research methodologies, such as observational studies, questionnaires, personal interviews, data analysis, and describing outcomes, are discussed in this article.

The observation method is defined as a technique for observing and describing the behaviour of a topic during the research process. The term refers to the practise of gathering important information and data through the act of observation, as the name indicates. Because the researcher needs to develop a connection with the respondent and, in order to do so, needs to immerse himself in the same context as theirs, this type of research is also known as a participatory study. After that, he will be able to apply the method of observation to record and take notes (Bhasin 2020).



DATA ANALYSIS

This part focuses mostly on presenting the findings that were gleaned from the interviews, questionnaires, and observations that were conducted. The majority of the information that we get comes from our collaborator, a private kindergarten. We spoke with a total of two professionals in the field of early childhood education. The data for the survey came mostly from the responses of seven kindergarten instructors and thirty-four parents.

OBSERVATIONS

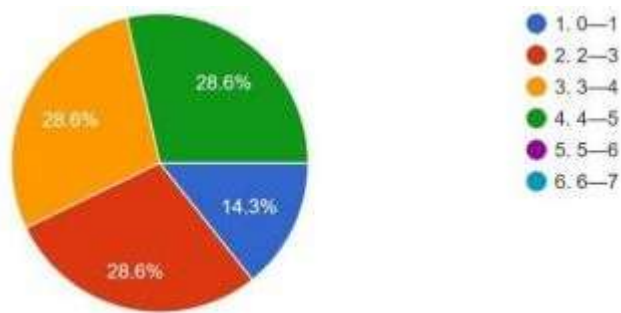
Kindergartens often give their instructors and the children with a full complement of multimedia devices so that early life educational activities may be carried out more effectively. We conducted up to eight hours of observation in the kindergarten without informing the teachers or the children in advance. This allowed us to gain a better understanding of the set-up of multimedia equipment in the facility as well as the implementation of daily activities designed to teach young children about multimedia. The objective is to see both the instructors and the students in their natural environments. Creating educational programmes for children that use several forms of media. We ask for permission before taking photographs for the purpose of gathering information and data, and we only publish the findings after receiving permission from both the instructors and the parents.

Through our participation in the various kindergarten teaching activities, we were able to observe that the kindergarten would always have a different activity topic for each week. A strategy known as whole-class instruction is implemented in kindergarten. This strategy offers a means of conveying concepts or ideas to the entire class and is applicable to all curricular areas, from mathematics to the arts. For instance, in music lessons, teachers will use audio devices (such as IPADs or players) to play music to children, and in drama lessons, teachers will use video tools to show children story content, allowing children to interact with both images and sounds. This is done so that children can better understand the material being presented to them. Learn via doing things on your own. We discovered that kindergartens make use of computerised attendance software to assist teachers in better managing the attendance of their students. We observed that kindergarten instructors utilise online teaching software to print out a variety of teaching pictures. One example of this is Twinkl, which is an online teaching resource that offers a variety of academic materials for teachers and parents. In addition, the portability of the notebook computer brings an incredible degree of ease to the duties of preschool educators. It can assist educators in searching for a wide variety of instructional resources and in recording information regarding the development of a variety of youngsters. Preschool teachers will take pictures or videos of children participating in activities during daily teaching activities, and they will write comments

for each child's own situation, all of which is done in order to let parents better understand the progress that their children are making over the course of the term and the stage that they are in.

Questionnaire For Kindergarten Teachers

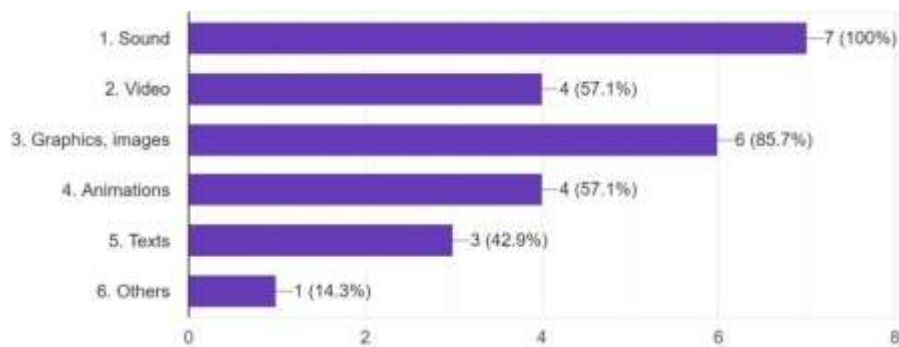
In this questionnaire survey, we adopted the method of fixed-point assignment, and completed the questionnaire survey to 7 experienced in-service early childhood teachers at the partner's workplace. A total of 7 responses were received, of which 7 cases were effective, and the effective rate was 100%.



Children's Group Of Early Childhood Teachers

Every qualified instructor has their own one-of-a-kind approach to the classroom. According to the findings of our study, each and every early childhood educator plans to employ a mix of traditional and multimedia teaching methods when carrying out the duties associated with educating preschool-aged children. These are the two approaches of teaching that the vast majority of educators working with young children feel should be used.

The most significant distinction that can be seen between traditional education and the use of multimedia is that the latter offers a far wider range of expressions, each of which has the potential to pique the interest of young learners. Figure 5 shows that all early childhood teachers make use of sound when teaching with multimedia; 85.7% of early childhood teachers choose images and photos for teaching; 57.1% of early childhood teachers use video and animation for teaching; and 42.9% of the total number of early childhood teachers make use of texts in their lessons.

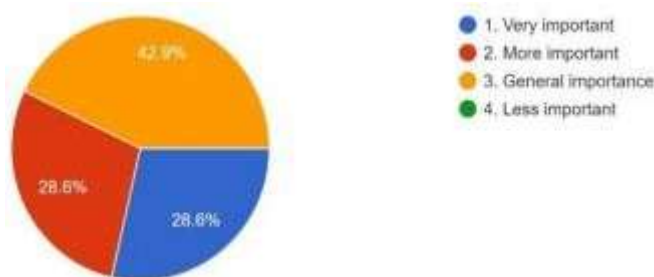


Multimedia Methods Used By Early Childhood Teachers

Every kindergarten is outfitted with a unique collection of multimedia devices. Kindertagens have the obligation to ensure that their instructors have the resources they require to fulfil their teaching responsibilities in order to guarantee a certain level of educational quality. According to the findings of our investigation, each educator at the kindergarten has the opinion that the multimedia technology there can fulfil their instructional requirements.

According to Figure 6, 42.9% of educators believe that it is typically necessary to incorporate multimedia instruction into their lessons. The vast majority of the remaining instructors, which accounts for 57.2% of the total number of teachers, are of the opinion that teaching with multimedia is either reasonably significant or extremely important.

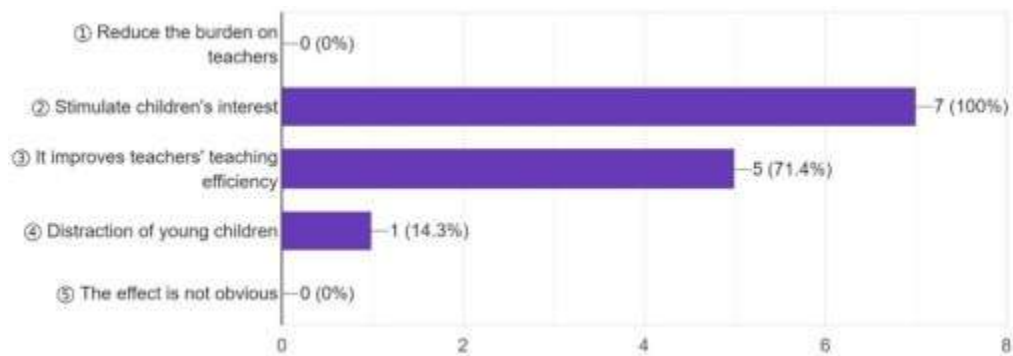
Early childhood educators, on the whole, are in agreement about the significance of incorporating multimedia into classrooms in the current day.



Importance Of Multimedia Teaching For Children's Teaching Activities

The use of multimedia instruction in children's educational activities is becoming increasingly common, and an increasing number of people are becoming aware of the benefits of such instruction; yet, multimedia instruction is not without its share of drawbacks as well. As shown in Figure 7, our research revealed that all educators thought that children's attention was piqued by the use of multimedia in the classroom. The

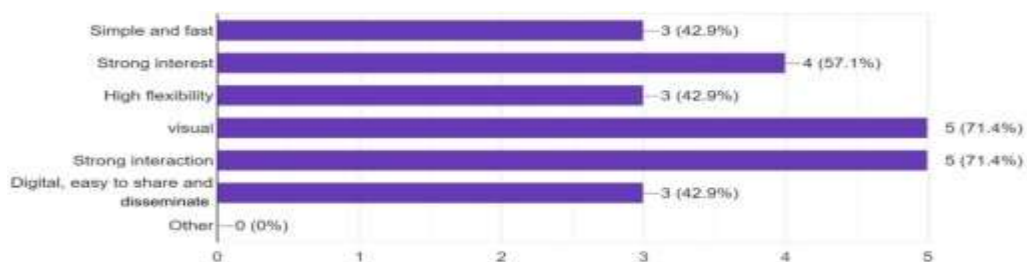
majority of educators, which accounts for 71.4% of the total number of instructors, are of the opinion that teaching with multimedia may increase instructional effectiveness. There is also a sizable minority of educators (14.3 percent of the total population) who are of the opinion that it is distracting to young children.



The Role Of Multimedia Teaching In Children's Teaching Activities

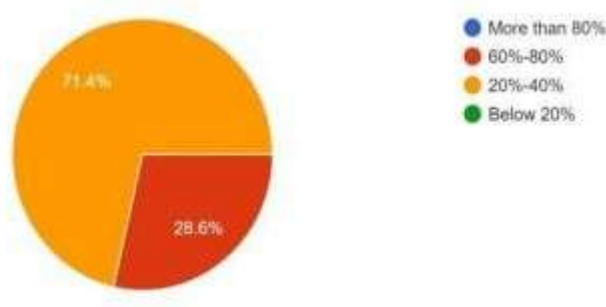
When opposed to more conventional approaches to education, the use of multimedia in the classroom offers a number of advantages, including increased flexibility for instructors and a larger role in the development of students' academic skills. According to Figure 8, 71.4% of educators feel that teaching using multimedia has evident visual impacts, and 71.4% believe that it has high interaction. The most important aspects of multimedia, in the opinion of educators, are its visual impact and its interactive capabilities.

Another 42.9% of educators say that teaching with multimedia is more condensed and quicker, possesses a high degree of flexibility, can be easily digitised, and facilitates simple sharing and distribution. However, some educators believe that it is simple to divert children's attention. The usage of multimedia teaching methods is preferred by educators in comparison to more conventional instructional approaches due to the distinct benefits offered by the latter.



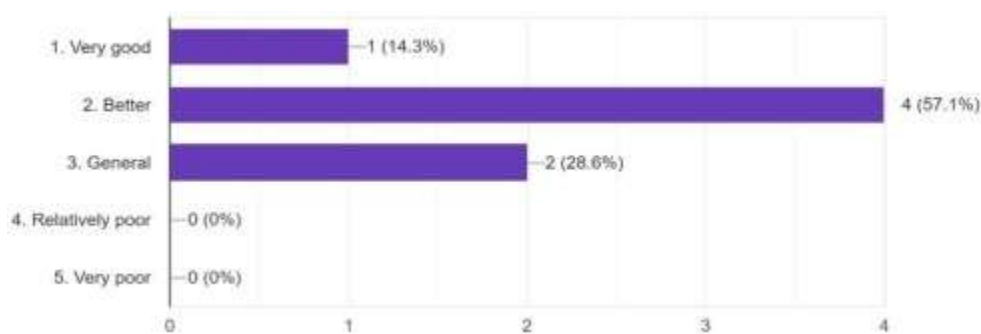
Reasons For Choosing Multimedia Teaching In Children's Teaching Activities

From Figure 9, we can get that 71.4% of teachers have a multimedia teaching ratio of 20%- 40%, which means that they still give priority to traditional teaching methods in most cases. Only 28.6% of teachers have a multimedia teaching ratio in 60%-80%, the frequency of using multimedia teaching is higher than traditional teaching. This shows that although multimedia teaching has advantages that traditional teaching does not have, most of early childhood teachers still prefer to use traditional teaching for preschool teaching activities.



The Proportion Of Multimedia Teaching In The Implementation Of Children's Teaching Activities

According to the data presented in Figure 10, 71.4% of early childhood educators believed that the contact between children and instructors was good when employing multimedia education, with 14.3% of them reporting that the interaction was very good. The remaining 28.6% of instructors thought the engagement was about par for the course. Children continue to show a certain level of interest in learning through the use of multimedia.



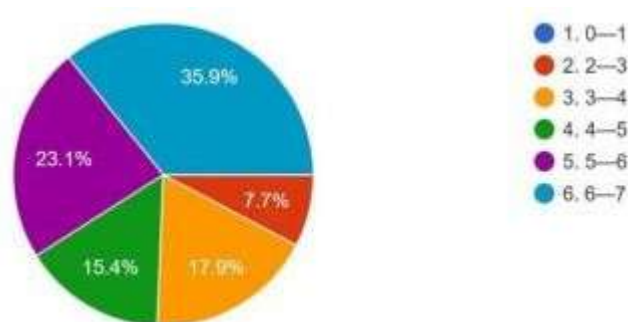
Interaction Between Teachers And Children In Multimedia Teaching

We asked a question with an open-ended prompt as the headline of "Do you believe that instructors need to have knowledge of ICT in order to teach multimedia? Why?" This question was responded to by a total of four educators. All of the educators who responded to this survey were of the opinion that having knowledge of ICT was

necessary in order to effectively teach multimedia. Others believe that in the rapidly developing field of ICT skills, teachers have a lot to learn and should at least have the basic knowledge and ability to use various types of multimedia equipment, while others believe that multimedia teaching can help teachers make their work easier and more efficient. Questionnaire For Parents

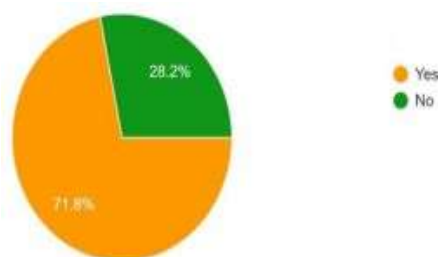
Our goal in conducting interviews with parents is to gain an understanding of their perspectives on the topic of children receiving multimedia instruction in kindergarten from the point of view of the parents themselves. As a result, it sheds some insight on how educators might effectively utilise multimedia instruction in their classrooms. Through the use of questionnaires, we were able to gather data from parents residing in Finland. In the end, we obtained 39 copies of the questionnaires, of which only 37 were legitimate, giving us an effective rate of 94.9%.

According to Figure 11, the age distribution of children is relatively average. Among them, 35.9% of parents and children are in the age range of 6 to 7 years old, and no parents of children aged 0 to 1 participated in the questionnaire. This indicates that no parents of children in the age range of 0 to 1 years old filled out the survey.

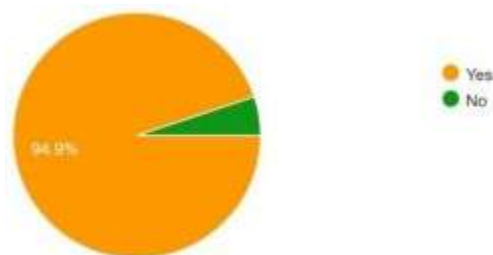


Age Distribution Of Children

As can be observed in Figure 12, 71.8% of parents comprehend the concept of multimedia education, whereas 28.2% of parents do not comprehend the concept of multimedia education. The majority of today's parents are able to comprehend the new educational paradigm that centres on multimedia.



Percentage Of Parents' Understanding Of Multimedia Teaching According to Figure 13, we can see that 94.9% of parents are in favour of educating their children using multimedia in kindergartens, but there are still 5.1% of parents who are not in favour of teaching their children using multimedia. The primary reason for their support is that they believe that teaching via multimedia is the way education will progress in the future. They have high hopes that their children will be able to participate in age-appropriate, cutting-edge educational practises such as multimedia instruction from an early age on. Second, parents think that the diverse teaching techniques of multimedia education are livelier and more fascinating than the traditional teaching methods, and that the information is richer, making it easier for children to comprehend. The link to more conventional approaches to education is one of complementarity. And 5.1% of parents do not agree with it because they are concerned that children's imaginations would be stifled by the use of multimedia in the classroom, and that children's health may suffer if they stare at screens for extended periods of time. In the same vein, parents are concerned that their children may quickly develop an addiction to digital items if they are exposed to them.



Parents' Support Rate For Multimedia Teaching

This study's objectives are to (1) investigate the existing application and function of multimedia teaching in preschool teaching activities; and (2) give assistance to early childhood educators in the use of multimedia teaching in accordance with the findings of the study. In general, our data imply that the use of multimedia teaching is widespread in educational activities geared toward young children and that it contributes favourably to the educational process. The educators of young children play an important part in the use of multimedia in the classroom. (Zulfitra 2019) The significance of establishing multimedia learning must be brought to the attention of educators, particularly the availability of technological assistance. In addition, we discovered that the use of conventional teaching approaches is still significant in the activities that comprise early childhood education. The challenge for a kindergarten educator is to find a happy medium between more conventional and modern modes of instruction using various forms of media. In the following, we will go over our particular results and the recommendations that stem from them for the future of practise.

Following a series of interviews with early childhood education professionals, we came to the conclusion that early childhood educators, in general, think that today's multimedia



teaching cannot replace the more conventional methods of instruction. The increasing use of multimedia in the classroom will not result in a reduction in the expectations placed on early childhood educators. On the other hand, the proliferation of multimedia teaching apps will encourage early childhood educators to consistently upgrade their information and communication technology (ICT) abilities in order to conform to the educational standards for sustainable development. The use of a mix of conventional and modern instructional strategies, including multimedia instruction, is going to be the most effective approach when it comes to educating young children. Nevertheless, the most pressing issue for teachers of young children is figuring out how to strike a better balance between the use of multimedia tools in the classroom and more conventional instructional approaches.

The findings of our questionnaire study on early childhood teachers suggest that practically all early childhood teachers are in favour of the teaching style that incorporates both traditional teaching techniques and multimedia teaching methods. When instructing students in kindergarten, most teachers utilise various forms of multimedia, including music, video, still images, moving images, and text. In most cases, the educational requirements of early childhood instructors may be satisfied by the multimedia equipment found in kindergartens. When compared to more traditional approaches to education, the use of multimedia in the classroom provides early childhood educators with a greater degree of convenience and positive assistance in their work. In addition to having superior visual effects and interaction, it is very customizable, simple to use, and easy to spread.

However, it is important to note that the use of multimedia in the classroom does not come without both benefits and drawbacks. On the one hand, it may increase children's interest in educational activities and enhance the efficiency with which instructors educate, but on the other hand, it is simple to divert children's attention away from what the teacher is saying. Traditional teaching approaches are still employed by early childhood educators to instruct preschool students even if the usage of multimedia instruction has become increasingly common in preschool education. The majority of educators working with children in the early years of childhood think that the use of multimedia in the classroom improves the quality of engagement with students. Early childhood educators still have a need to acquire ICT skills to assist their instruction, even when they use multimedia in the classroom.

CONCLUSION

This article's objective is to evaluate the usage of various kinds of multimedia training in educational settings for children as early as preschool. The target audience for this study is elementary school-aged students. We obtained information, data, and comments from persons involved in the early childhood education field through observation, interviews, and surveys with early childhood educators and parents. Those working in the field include:



It is general knowledge, as shown by the findings of this research on information and data, that early childhood educational activities make considerable use of multimedia teaching, which has resulted in a favourable effect. This is consistent with the findings of the research. Despite the continued prevalence of more traditional methods of instruction, early childhood educators place an increasing amount of significance on the incorporation of multimedia instruction into classrooms where young children are learning. This is the case even though traditional methods of instruction are still the most common. We need to lay a significant focus not only on the development of children's capabilities with information and communications technology (ICT), but also on the development of ICT skills among educators.

During the course of our inquiry, not only did our partners supply us with a significant amount of assistance, but they also offered us affirmation and made remarks of a favourable nature. Partners believe that our attention to the use of multimedia teaching in early childhood education ought to be recognised due to the value of the work that we have done in this area. The findings of this research have a favourable and enlightening influence on the knowledge and skill development of early childhood educators in relation to the utilisation of multimedia in the classroom. This impact may be seen as helpful and illuminating. The collaborators had the impression that the participants had a better understanding of the material as a result of the methods and ideas that were used in the multimedia teaching that we implemented because of the impression that the participants had a better understanding of the material as a result of the methods and ideas that were used in the multimedia teaching that we implemented. However, for a variety of unique reasons, we were unable to demonstrate these actions in the course of our investigation. They are a helpful source of inspiration and motivation. They also saw that children had a great lot of interest in the approach of teaching through multimedia, and they came to the conclusion that children who attended kindergarten benefitted from having their creativity and imagination stimulated by this style of instruction.

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