



Barriers to digitalization in a preschool institution

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Abstract

This thesis explores the barriers to implementing digital applications in a small group setting from the perspective of early childhood care and education organizations. The author discusses the benefits and challenges of digitalization in early childhood education institutions and maps the current opportunities and limits in transforming some traditional practices into digital form, with an emphasis on defining the barriers from the perspective of educators. The study defines the barriers to the implementation of digital applications from the perspective of direct participants in the educational process, from the perspective of school management and educators. A mixed method research design was used for the study, which draws conclusions using quantitative and qualitative methods based on the principle of sequential design implemented in two steps, a questionnaire survey among respondents and direct observation of the phenomenon under study. The study concludes that although digitalization in early childhood education offers significant potential for improving learning and development, it also presents challenges that need to be addressed through careful implementation, teacher training and ongoing research. Barriers to digitalization in pre-school are mainly inadequate equipment (resources) on the part of schools, insufficient teacher qualifications, and perceived attitudes of teachers and parents towards the use of digital technologies in early learning.

Keywords: pres-school, ICT, digitalization