

# **EDUCATIONAL PAINTER FOR PRESCHOOL CHILDREN**

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**UNIVERSITY UTARA MALAYSIA**

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# **Educational Painter for Preschool Children**

**A project submitted to Dean of Awang Had Salleh Graduate School in  
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Master of Science of Information Technology  
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**By**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ

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## *Abstract*

A lot of people are trying to educate their children via ICT from the early stages of their age. Thus, the learning by drawing using computers is important to promote children skills because drawing develops children imagination. There are a lot of educational programs about the education of children on the drawing, but these programs are designed at a high level in which it is difficult for children to use it. The proposed painter application is designed to teach children drawing, by providing relevant drawing tools. It is also equipped with alphabet learning and it is pronunciation, so that can learn letters while drawing.

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 INTRODUCTION**

Computers have become ubiquitous at all levels of schooling in developed countries. As technology in general, and information and communication technologies (ICT) in particular, permeate our education systems, there is increasing concern that young children are being “fast forwarded” through the basics of educational uses of ICT.

Plowman and Stephen (2003) argue that computers and ICT can be appropriately used in developing young children. They agree with Haugland (2000a; 2000b) who recommends that three-year old children could already start learning with computers. It is particularly beneficial in terms of its ability in changing the way children think, what they learn, and how they interact with peers and adults (Lynch & Warner, 2004) and to improve children's learning through exploration, creative problem solving, and self-guided instruction (Clements & Samara, 2003).

There are many areas of education in which the ICT has benefited learners (Jones, 2003; Finegan & Austin, 2002). Among the areas noted were improvements in mathematical problem solving and increases in language skills such as vocabulary size and



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