

Research on the Teaching Reform of Promoting the Connection of Young Children's Science with Original Picture Book Reading

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Abstract: A picture book is to use words and pictures to tell a complete story. The new historical period of Chinese original picture books began in the 1980s and 1990s. A large number of outstanding creators devoted themselves to the creation of picture books. The number of Chinese original picture books has doubled and the level of creation has been significantly improved. It is a Chinese tradition to express the truth in the text. Chinese original picture books are permeated with Chinese patterns. From color to composition, from lines to layout, from presentation to painting, they are all authentic Chinese expressions. Chinese original picture books are full of Chinese stories, Chinese elements, Chinese spirit and Chinese excellent traditional culture. Picture books are important reading materials to accompany children's growth. It is necessary for us to explore the educational growth points in them. Through the practical application of original picture book reading in scientific and effective connection, we can pass on Chinese stories, Chinese elements, Chinese spirit and excellent traditional Chinese culture. Promoting the two-way connection between young children through reading and building children's cultural self-confidence through reading is a major event related to the cultivation and shaping of the entire nation's character and national spirit. Good things for the future.

Keywords: Original picture books; Traditional culture; Childhood connection

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1. Focus on development goals and select reading materials

1.1 Myths and legends

Chinese traditional myths and stories contain natural Chinese cultural genes. Whether it is ancient oral tradition or today's convenient cultural transmission methods, those cultures that took root in the blood of ancestors are inherited from generation to generation. Listen to the mysterious and distant stories told by my parents and grandparents. Myths and legends have become common memories of growing up among Chinese people.

1.2 National Culture

Fifty-six ethnic groups in China live together on this vast land. Each ethnic group has its own unique customs, traditional festivals and life scenes. In addition to the magnificent national culture, there are also widely circulated folk stories. Preserved in books, some are passed down by word of mouth from generation to generation on the streets and alleys, and some are melted over time on the land where the ancestors grew up, but grow in the blood of every Chinese, forming a unique national charm.

1.3 Local feelings

Chinese original picture books are rooted in the ground, and it is inevitable to engrave the local culture. The word "local" is no longer just the maintenance of the blood and family at the beginning of the Chinese people's life. It is also a long-lasting standing here, looking at everything that happens in the homeland, and it is also a sigh of looking back and staring after being far away from

the countryside.

2. Form a reading activity curriculum and design reading activities

2.1 Carry out reading activities by watching, listening, speaking and guessing

The picture book “The Radish is Back” won the first prize of the second National Children’s Literature and Art Creation Award. This book was published in April 1955, and it is still shining after nearly 70 years of changes. Kindergarten teachers can display the pictures in pages when reading the story, and children can observe the demeanor, movements, clothing, weather conditions, indoor furnishings, etc. of the animals in the story while reading the pictures, so as to observe the demeanor of different animals and guess their current mood, so as to determine their current mood. Observing the animal’s clothing makes a connection with the weather conditions outside the house.

2.2 Carry out extension activities in the form of creation, drawing, doing and acting

Writing stories for young children is a very good extension of reading. Besides the four animals in the story, who else might turnips be passed on? What other food can pass in small animals? These are all things that children can think about. In the corner activities of the kindergarten, you can carry out art activities to draw small animals in the heavy snow, make some clay kneading, paper plastic clothes, headwear, food, etc. for the small animals, or you can build them in the construction area for small animals. The house where animals spend the winter, in the performance area, children can play four small animals and perform the game with emotion.

3. In-depth cooperation between young children and building a cooperative community for young children

3.1 Rotation of primary school teachers to achieve two-way flow

In a continuous school, the effective mechanism of teacher rotation can be tried. Kindergarten teachers can follow the children to the first grade of primary school, feel the difference between the two grades of primary school with the children, complete the connection work with the children, and smoothly cross the connection gap; Teachers in the lower grades of primary schools can go deep into the large classes of kindergartens, conduct observation activities, teaching and research activities, and make suggestions on the post of kindergarten teachers, bringing new perspectives and ideas for the upward connection of kindergartens.

3.2 Forming a joint teaching and research model that integrates academic stages and content integration

In the design and implementation of reading activities, kindergarten teachers and teachers of lower grades in primary schools should conduct joint teaching and research, including concept discussion, observation of teaching activities, analysis of lesson examples, resource sharing, expansion activities, and improvement of home-based co-education mechanisms.

3.3 Collective lesson preparation

The teaching and research team leader of the primary school can give guidance to the kindergarten teachers’ reading activity courses by listening to and evaluating the lessons, and the business principal of the kindergarten can make suggestions on the reading courses of the first-grade teachers, forming a teaching and research atmosphere of collective lesson preparation, lesson grinding, and lesson research.

Conclusion:

The exploration of teaching reform to promote the connection of science in young children with original picture book reading is a new way of effective connection research, which requires the participation of all aspects of kindergarten, primary school, family, and society.

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