

Research on the Organic Integration of English Picture Books and Main Textbooks to Improve Students' Thinking Quality

Yihua Li

Xi'an Primary School Shaanxi Province, Xi'an 710003, Shaanxi China

Abstract: During the new curriculum reform period, primary school English teachers shoulder the responsibility of promoting the development of students' core literacy. The quality of thinking is an important element. Teachers should grasp the opportunities for students' intellectual development, respect their dominant position in class, and communicate through communication, practice, etc. During this period, in order to further stimulate students' thinking, teachers can use vivid and vivid picture books to assist teaching, so that students can further improve their thinking quality after bringing in real emotions. Based on this, this article will introduce the organic relationship between English picture books and the main teaching materials Integrated and efficient strategies to achieve the core goal of improving students' thinking quality.

Keywords: Primary school english; English picture book; Main textbook; Organic integration; Thinking quality; Improvement strategy

1. The organic integration of English picture books and main textbooks in primary schools: Analysis of learning situation and teaching objectives

1.1 Analysis of academic situation

Elementary school is the enlightenment stage of students' English language learning. They can't get rid of Chinese thinking in the process of learning, and because teachers cannot quickly change traditional thinking during teaching, students are in a passive state in class, and their memory of what they have learned is also relatively low. Superficial and formalized learning leads to students not weak in English awareness, and unable to improve their comprehensive pragmatic ability, which sets up a lot of obstacles for their subsequent development. Faced with this problem, the first thing teachers should do is to self-reflect, clarify the English learning and development needs of primary school students, change teaching strategies, and provide students with vivid and interesting learning materials as much as possible, so that they can concentrate in class, and Driven by interest to explore knowledge connotation independently, actively communicate and interact with teachers and classmates in class, realize the improvement of multiple thinking ability in summarization, generalization, experience sharing, innovative exploration, and finally obtain the development of thinking quality through practice ^[1].

1.2 Teaching objectives

The teaching objectives of the organic integration of English picture books and main teaching materials include the following three parts: 1. To ensure that students can understand the connotation of English language knowledge, establish a connection between teaching materials and picture books, and students can grasp various people, things and things under the guidance of vivid pictures Relevant English vocabulary, and master the method of using basic vocabulary to express feelings in reading picture books and performing picture books, realizing the positive transfer of teaching material knowledge, and obtaining the development of comprehensive quality; 2. Teachers use picture book stories to cultivate students' reading comprehension and knowledge

Application ability, reading has always been the difficulty and key point in the primary school English education system. The solidification of students' thinking makes them unable to flexibly interpret dialogue and discourse, and their language expression ability is relatively weak. In picture book learning, students can base on stories. Analyzing and thinking about core ideas and open-ended issues based on characters and plots, and developing thinking ability after completing group tasks assigned by teach-

ers;3. Cultivate students' imagination and creativity. The integration of picture books and textbooks makes the content taught in the class more vivid and three-dimensional. Students will actively talk about the author's intention and analyze the value orientation of the text in the process of reading and analyzing stories. They provide space for their imagination and creativity. First, they can ask open-ended questions based on picture book stories to guide them to express their subjective feelings. Innovation, so as to obtain the development of core literacy ^[2].

2. Practical strategies for organic integration of primary school English picture books and main textbooks to improve students' thinking quality

2.1 Travel around pictures to cultivate visual thinking

In the basic education stage, primary school English teachers should not only explain basic knowledge such as vocabulary and grammar to students, but also give full play to the advantages of primary school students who love to use their brains and practice, and cultivate their ability of observation, imagination, memory and thinking. To ensure the effectiveness of primary school students' English learning, and lay a good foundation for them to learn more difficult knowledge in the future. Therefore, during the teaching process, teachers should design warm-up activities, and use the colorful pictures and vivid images in the picture book stories to attract the attention of primary school students, so that they can travel around in the pictures in the picture book, and take the initiative driven by curiosity and thirst for knowledge. Observe the pictures, give full play to their imagination and creativity, predict the plot of the picture book, and clarify the logical relationship between the pictures, so as to naturally enter the formal knowledge learning and improve the learning ability ^[3].

2.2 Pay attention to details and cultivate careful thinking

In elementary school, teachers should set the goal of English teaching to cultivate students' comprehensive ability of listening, speaking, reading, writing, and writing. The perfect integration of picture book stories and the content of the main textbook can more intuitively and concretely present the text's ideological, cultural and spiritual core, and can fully reflect the English subject. Educational significance, students can actively think about problems in the process of reading picture books and analyzing picture books, they can also conduct in-depth analysis of a certain point of view based on their actual life experience, and finally, under the encouragement of teachers, they can think about all their thoughts and thoughts. Sharing with teachers and classmates can improve language expression ability on the one hand, and discover more details in the process of thinking about problems and exploring picture books. development ^[4]. The key analysis of details can clarify the students' reading ideas, they can clarify the connection points between the context and the context, and complete the exploration of picture books more coherently, thus forming a clear and meticulous thinking, and the quality of thinking has been exercised.

3. Conclusion

To sum up, at the stage of primary school English teaching, teachers should make full use of teaching materials and picture books to complete the construction of the classroom. They should not only pay attention to the explanation of basic knowledge, but also consciously improve the interest and vividness of classroom teaching, so that students can understand the subjective consciousness. Complete various learning tasks under the drive of teachers, actively use their brains under the guidance of teachers, and continuously realize the development of thinking quality through detailed analysis of picture books, story sorting, and new stories, and guide students to reason about language knowledge with the help of external information in picture books. Connotation, broaden students' thinking, and lay a good foundation for their future learning and development.

References:

- [1] Yang Min. Analysis of primary school English picture book reading teaching strategies under the background of new curriculum reform [J]. Exam Weekly, 2020(96): 93-94.
- [2] Wang Li. Improving students' thinking quality in the teaching of English picture books in primary schools [J]. Teaching Design for Primary Schools, 2020(33): 51-52.
- [3] Huang Minmin. A Preliminary Study on the New Classroom of English Picture Book Reading in Primary Schools [J]. Contemporary Family Education, 2020(32): 175-176.
- [4] Jiang Lei. Using English picture books to cultivate the thinking quality of primary school students [J]. Knowledge Guide, 2020(45):59-60.DOI:10.14161/j.cnki.qzdk.2020.45.029.