

English Picture Books Effectively Promote the English Enlightenment for Preschool Children

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Abstract: Picture books, as a kind of visual art, give people a more delicate and delicate feeling in meaning or practical use. This paper takes preschoolers as the research object, and takes English picture books as the research perspective, classifies some existing English picture books in China, and carries out different effective situational teaching for preschoolers for different classes of picture books. The language situation coherence of English picture books is relatively high, and episodic teaching constructs the corresponding context for preschool children's English learning, so as to provide imagination and expression space for preschool children's English learning.

Keywords: English picture books; Situational teaching; Preschoolers

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The introduction

Picture books, as a kind of reading material gradually emerging in Chinese publishing industry in recent years, can be traced back to Europe in the 17th century. The English name of picture books is "Picture Books". The earliest picture books are considered to be the World Illustrated by Czech educator Comenius in 1658. At the same time, it is also regarded as the earliest and the first children's picture book with illustrations in Western countries, that is, picture books. From the perspective of preschool children, this paper takes situational teaching of English picture books as the research perspective, and tries to analyze the enlightening effect of English picture book teaching on preschool children through situational teaching.

Through detailed and systematic research and analysis, this paper will achieve the following three goals: (1) Introduce the development of English picture books and situational teaching of English picture books, analyze the shortcomings of the traditional teaching model, so as to establish the rationality and effectiveness of taking preschool children as the research object. (2) Classify, summarize and summarize common vocabulary and sentences in English picture books and life and apply them to situational teaching, and introduce the significance and important role of systematic and detailed research on their function of stimulating children's interest in learning and enlightening preschool children in English. (3) Deepen the guiding power of English picture books to preschool children's verbal communication, explain how situational teaching plays a role in English picture book teaching, improve preschool children's English organization ability, and lay a foundation for cultural integration and intercultural communication ability.

1. Research status of picture books at home and abroad

In the long history of the development of human culture and art, pictures and words are both important forms of static art. In the era when sound cannot be transmitted and retained for a long time, people often carry out cultural and artistic inheritance in the form of pictures or words through phased education. Since modern times, the form of education has been constantly innovating, but it is difficult to leave the source. The rise of picture books combining pictures and words has gradually become an important means of education. The situational teaching of English picture books discussed in this paper is an example. With the deepening

of globalization, English, as an international language, has gradually become an important learning item in all stages of education in China. In recent years, in the early stage of English learning, English picture books began to enter the public eye, as preschool children's enlightenment books, even textbooks. However, the teaching of English picture books for children still shows the blooming of a hundred flowers. Some kindergartens only use English picture books as supplementary materials or teaching ornament after class. Based on the theories of education, linguistics and other disciplines, this paper proposes a scenario-based teaching model of English picture books for children based on reading from several aspects.

1.1 Research status of picture book reading teaching abroad

The research on the original design, development and teaching implementation of picture books in foreign countries is much earlier than that in China, with a history of about 100 years. There is no doubt that foreign researchers are ahead in the research on picture book development and other aspects. Paley, Canadian scholar. Nordmann's "The Joy of Reading Children's Literature", Japan's Matsujiao's "My Picture Book" and other works make a systematic analysis of the origin, development process and value of picture books, and have a certain guiding significance for the research of picture books in our country. At present, the picture books used in China are mainly from the United States, Japan, Britain, etc., with a wide range of themes and rich content. Foreign picture book education mainly advocates parent-child reading, emphasizing the interaction between adults and children in the process of reading and the guiding role of children.

1.2 Research status and reference of picture book reading teaching in China

Although the teaching form of picture book reading started late in our country, the relevant research results and practical experience are not enough, but the domestic teaching form, especially for preschool children, the demand for picture book reading is overwhelming. In the 1950s, a large number of excellent picture books from the Soviet Union, Europe and the United States were translated into Chinese in China, which laid the prototype of Chinese picture books for the introduction and research of foreign picture books. In the 1970s, when many picture book illustrators appeared, it marked the beginning of original picture books in China. In the 1990s, some painters adapted Chinese folk stories, legends and fables into picture books, which provided rich experience for the creation of original picture books in China, and also marked the development of original picture books in China. Since the beginning of the 21st century, with the introduction of more foreign picture book Copyrights, China has been eager to create original Chinese picture books, so the creation of local picture books has also improved significantly, especially for the excellent traditional Chinese culture of picture books increased in large numbers. During this period, some Chinese picture books were translated into various languages and spread around the world. However, Chinese picture books have not received enough attention in translation studies, and there are few researches on English translation of picture books in China.

The text of picture books is simple and clear, and the pictures are vivid and interesting. The combination of pictures and texts can reflect the learning life, interpersonal communication, emotions and so on of preschool children. It is suitable for the reading interest and needs of preschool children, and is beneficial to stimulate the interest of preschool children in reading. It is an effective way to implement the relevant objectives of "picture reading" in the new curriculum standard^[1].

2. View the influence of English picture books on preschool children from the perspective of situational teaching

Picture books involve both language and pictures. Therefore, in order to create excellent picture books, three dimensions should be considered in the process of implementing situational teaching with English picture books, namely the feasibility, practicability and target audience of situational teaching, as well as the Chinese and foreign cultures. First of all, on the basis of the correct interpretation of English picture books, it is necessary to combine the text with the picture, and make use of its advantages, so that children have a deeper understanding of the teaching content. On the other hand, the target audience of picture books is mainly children, especially preschool children, which requires us to focus on restoring the childishness, happiness and simplicity of children through various methods when selecting picture books in the process of situational teaching, so as to ensure that teaching through lively activities is fun. To be specific, situational teaching of English picture books can be attempted from the following three perspectives^[2].

2.1 Selection and classification of English picture books

At present, there are the following kinds of English picture books in China: (1) toy books, also known as toy books. The main function of these books is play. Compared with a large number of text-based picture books, toy books are more interesting, with more

playable shapes, richer colors and better materials. Especially for some younger children, it is easy to cultivate their interest in reading. Usually, the text is almost lexical, with no complete sentences. (2) A board book is a board book. Mainly made of brown paper and white board as raw materials, the inner page is relatively thick, so it is not easy to be torn by younger children when reading. At the same time, there is less text inside, but already one or two simple sentences appear on each page. (3) A pop-up book is a pop-up book. The inside pages of this book can present a three-dimensional object form when thumbing through. This design can increase children's interest in reading, show the content to be expressed more vividly, and develop the creative consciousness of the moderators. (4) talking book, talking book. The interaction between people and books with voices can free up part of parents' time, and children can read independently without accompanying them. At the same time, audio picture books allow children to experience authentic English pronunciation, which helps to cultivate their language sense. As a result, there has been a huge increase in language in these books. (5) normal book. Mainly refers to bound books and text, that is, a collection of paper with text and images. This kind of picture books are generally graded according to the age of the child, and the specific grading age will be marked in the book. The content of this kind of picture books is usually about famous fables or children's stories at home and abroad, so the text has taken up more than one third of each page.

2.2 The significance of situational English teaching for preschool children

In China, English is a compulsory course in education, but traditional English teaching cannot meet the needs of modern children. Situational teaching model makes up for the shortcomings of traditional classroom teaching. It can not only enable children to participate in the experience environment to obtain the corresponding experience, but also improve children's communicative competence and intercultural communicative competence. Situational teaching model, which creates an experiential environment according to the objectives and contents of classroom teaching, has been widely recognized by scholars and teachers. At the same time, based on the situational teaching model and combining with English picture books, teachers design and create relevant scenes according to the teaching content and children's actual situation, so that they can have immersive experience. Students enter and participate in the created situation, acquire knowledge and experience, and improve their English.

2.3 Target audience of English situational teaching

Since picture books are usually created for young children, teachers tend to use discourse fillers and repetition to express happiness, sadness, surprise and other emotions in the teaching process to satisfy the mentality of preschool children. Children are the main target audience of situational teaching in English picture books. Teachers should be more inclined to use easy-to-understand expressions and sentences in the teaching process, and the pictures with them are vivid and attractive. As Finnish author and children's literature translator Rita Ottinnen puts it: "When translating picture books, where illustration is an essential element of the story, translators need to have the ability to read pictures, too, in the same way as they need the ability to read and write foreign written and spoken language." [3]. Therefore, pictures are one of the important components of picture books, and the attraction of pictures to preschool children should not be ignored by teachers in situational teaching.

Conclusion

Not only noon picture books, but also English picture book situational teaching is applicable to Chinese preschool children. The situational teaching of English picture books can be realized from three dimensions, that is, fully consider the text and pictures and the situational interaction created in the teaching process, so that preschool children can enjoy themselves in the learning process and show great respect for cultural differences. From the level of "curriculum", it is understood and determined that preschool English picture book reading teaching should take language as the driving content, integrate "instrumental" and "humanistic", expand the channels of learning and using English, and lay the foundation for children's all-round development in the future. Knowledge is situational and develops continuously through education and teaching activities. Episodic participation promotes preschool children's learning and understanding^[4].

In an era when cultural soft power plays a crucial role in the development of a country, English picture book scenario-based teaching has endowed education with a brush and added a strong and colorful brush to the education and teaching of preschool children. Combining situational teaching with picture stories can create a relaxed and pleasant learning atmosphere and vivid and intuitive language scenes, which can transform boring language knowledge into simple and interesting English stories, thus attracting children's attention, stimulating children's learning interest and improving the teaching effect of the whole English classroom. In this case, the efficiency of English education of Chinese people will be greatly improved. Really to practice cultural power. In addition, due to the artistic, educational and cultural connotations contained in the story itself, in the teaching

process, children's personality can be brought into play, preschool children's cognitive ability of English can be improved, and their "beauty" literacy can be cultivated.

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