

Elementary School English Picture Book Reading Teaching based on Activity View of English Learning

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Abstract: Since the High School English Curriculum Standards (2017 Edition) was promulgated, the practice of English learning activity concept in reading teaching has been paid more attention. However, it is still rare to study English picture book teaching from the concept of English learning activities. Most teaching applications are based on the surface knowledge of picture book reading text design to carry out teaching activities, which cannot fundamentally stimulate students' cultural awareness, improve students' innovative thinking ability and improve students' reading literacy. Based on the theoretical basis of the concept of English learning activities, this paper proposes the values and principles of English picture book teaching.

Keywords: English Learning Activity; English Picture Books; Reading Teaching

Since the promulgation of the 2017 edition of the English curriculum standard for senior high schools, the Concept of the Concept of English Learning Activity has been put forward. The new curriculum standard emphasizes that the Concept of English Learning Activity should be taken as an important way of curriculum implementation, so as to effectively improve students' English literacy, change traditional learning methods, and improve teaching effect, Finally, it will promote the achievement of the fundamental task of establishing morality and cultivating people.

1. The concept of English learning activities

The point is, how to treat the Concept of English Learning Activity under the guidance of thematic meaning? In short, it means to develop language knowledge and skills through a series of relevant, practical and comprehensive. the Concept of English Learning Activity based on students' existing cognitive structure under the guidance of thematic meaning, and carry out discourse training in the process of analyzing and solving problems. The cultivation of English core competence should be achieved from cultural connotation, multiple thinking, value orientation and the application of learning strategies. This process is not only the integration and development of language knowledge and language skills, but also the continuous improvement of thinking quality, the deepening of cultural understanding, the continuous formation of cultural character and the continuous development of learning ability.

The Concept of English Learning Activity, requires the integration of six elements, namely, theme context, discourse type, language knowledge, cultural knowledge, language skills and learning strategies. Teachers should guide students to carry out a series of learning activities based on theme and discourse through the integration of various elements of curriculum content.

Picture books are used to attracting children's interest with colorful illustrations, and most of them are books close to children's life. The pictures are exquisite and vivid, the plots are fascinating, the sentence patterns are repetitive and rhyming, and the theme is far-reaching. In this way, integrating picture book reading into primary school English class will be a new and effective teaching form, Students' reading literacy will also be influenced by pictures and texts. It has been a long time to cultivate students' English reading literacy with English picture books, especially in primary and secondary schools. Many English educators have made explorations and researches in this field, but there are still many problems in practice. For example, many papers on English picture books are mostly empirical, lack of introduction of research methods, research content is not clear, not clear, without corresponding theoretical support, belonging to teaching design, mental process and experience reflection, lack of theoretical, systematic and scientific.

2. Value of the Study

2.1 Theoretical Value

Since the new curriculum standard was published in 2007, the importance and status of learning activity concept has been repeatedly mentioned and emphasized. With its vivid and interesting picture content and close to the spiritual world of children, picture book has the advantages that textbooks can not be compared with. Integrating picture books into English Teaching in primary school can effectively expand students' reading vision and stimulate students' reading interest, reading skills and reading literacy in the real and rich reading experience with happiness.

2.2 Practical Value

In this moment, the related research of English picture books in China mainly shows in the following aspects: the practical research of English picture books in primary school reading teaching; the application research of English picture books in primary school English Classroom Teaching; the integration of English picture books and natural spelling. As for the teaching of picture book reading, most of them are limited to simple vocabulary, syntax and superficial text analysis. How to find out a specific and effective implementation path of picture book reading is still not perfect and there are many problems. From the Concept of English Learning Activity, picture book reading teaching can effectively improve students' reading literacy. the Concept of English Learning Activity plays the following important roles in picture book reading in primary schools: firstly, it can improve the learning interest of lower grade students; secondly, it can continuously enhance students' thinking quality and cultural awareness; thirdly, it can effectively improve students' reading ability in vocabulary, grammar, discourse and other aspects.

3. Theoretical Bases of the Concept of English Learning Activity

3.1 Cognitive Linguistics

Language acquisition is a psychological and intellectual process, which is closely related to the way human brain acquires, processes, preserves and uses knowledge. The mastery of language knowledge is essentially no different from that of other knowledge. The process of language learning is not a passive process of receiving or processing information, but an active process of processing and processing information. The process of the reform.

The process of students learning picture books is a process of constantly actively processing and reorganizing the picture book information. Under the organization of teachers' activities, the external information enters the information database of students' minds through vivid pictures and rhythmic and interesting words, and is preserved for a long time through repeated practice. The theory of cognitivism is also one of the theoretical bases to guide the Concept of English Learning Activity in picture book reading teaching.

3.2 Schema Theory

According to schema theory, understanding text is an interactive process between readers' background knowledge and text. As long as readers have the ability to connect text content with their own knowledge, they can effectively understand reading materials. As Anderson said, "every act of understanding involves understanding the world."

Picture book is a kind of graphic and graphic cooperation. It is closely matched with concise and vivid language and exquisite and beautiful painting. Picture books can provide students with visual experience of real and aesthetic feeling, and also focus on some simple meaning and structure. Teachers can effectively use picture books as bridges, connect the existing knowledge of students and new knowledge to be learned, and design colorful activities to enable effective interaction between the old and the new knowledge.

4. Principles for the Use of English Activities Learning in English Picture Book Reading Teaching

First, clear teaching objectives, choose the appropriate English picture books. There are many kinds of picture books published on the market. The proper choice of picture books can not only make teaching more efficient, but also play a good complementary role in teaching materials, effectively improve students' language ability, thinking quality and cultural awareness. Therefore, only by choosing picture books that meet the needs of students' mental development, can students' interest in reading be aroused, the effect of reading teaching be doubled, and the quality of students' reading be improved.

Second, the teaching activities should be carefully designed. English picture book reading classroom teaching should rely

on the theme meaning, designed comprehension and practical classroom activities. Take this lesson as an example, it can be effectively designed as the following teaching steps: first, create a situation to introduce the story; second, use picture tour to understand the story; then follow the reading to imitate voice input; finally, carry out role play to reproduce the story.

Third, we should pay attention to communication and feedback, and let language thinking "move". Before class, teachers can import learning materials of related topics in advance to lay a good foundation of knowledge and emotion for picture book teaching in this class; in the process of teaching, teachers should pay more attention to communicate and interact with students, design activities with two-way mobility, open students' thinking, and remember that teachers lead the whole process of controlled classroom; after class, teachers should also obtain students' learning experience Feedback, timely record and make adjustment.

5. Conclusion

The Concept of English Learning Activity pays attention to making students obtain better language acquisition in real situations. Teachers create a series of coherent, creative and practical activities based on picture book situations. Consequently, teachers design a variety of activities which strengthen students' classroom participation. This kind of class does not have too much mechanical practice, nor too much pure knowledge input and output, and acquires knowledge and English culture in relaxed and happy activities.

Applying the Concept of English Learning Activity in picture book teaching can enhance students' ability of designing and organizing activities. In the Concept of English Learning Activity, students are encouraged to have their own ideas and creative thinking. Students are able to write their own scripts, organize performances, and find their own roles in the reading circle. In this process, students' ability of activity design and organization can be fully practiced.

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