

Literature Review of Picture Book Teaching in Kindergarten

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Abstract: As the first reading for children, picture books are the main carrier of early parent-child co-reading as well as an important medium for kindergarten teaching. Based on the importance of picture books to children's development, picture books are rapidly becoming popular around the world, and researches on picture book teaching at home and abroad are gradually enriched. More and more education researchers begin to pay attention to picture books and conduct related exploratory researches. The number of published articles in related researches shows a developmental trend, and the research perspective and scope are constantly expanding. The content of the research is constantly refined and deepened. Through the study and reference of kindergarten picture books and related publications of picture book teaching in recent years. This paper mainly reviews and summarizes the existing researches from the aspects of the literature situation of kindergarten picture book teaching, the concept and development of picture books and picture book teaching, the focus of research on kindergarten picture book teaching activities (the value of picture book teaching, the existing problems of picture book teaching, the teaching strategies and methods of picture books), and the shortcomings of research. It will provide some reference for future research on picture book teaching in kindergartens.

Keywords: Picture Books, Picture Book Teaching, Literature Review

1. Brief Description of Document Retrieval

In order to sort out the relevant research status of picture book teaching in kindergartens, the author searched the

journal literature of "CNKI" in the past 15 years from 2007 to 2022, using "picture book teaching in kindergartens" as the search term, and "article name" as the search item for accurate retrieval, and selected representative core journals to conduct a comprehensive study of the number and type of literature.

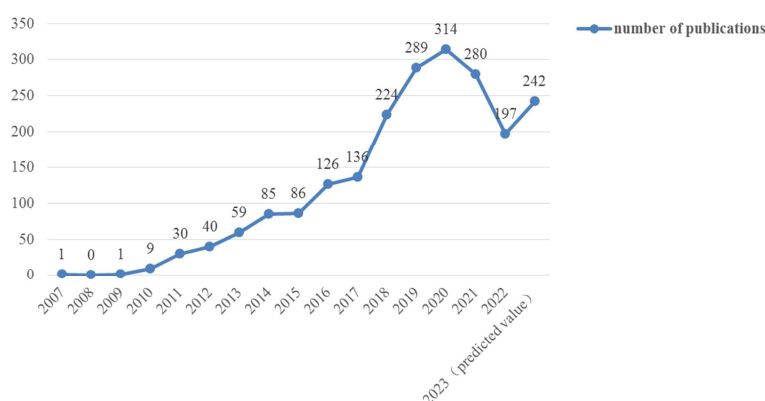


Figure 1. Annual trend chart of articles published under the title of "picture book teaching of kindergarten" (data from CNKI).

Based on the journal literature database of “CNKI”, “picture book teaching of kindergarten” is used as the search term to search the title of articles. The total number of articles is 1827. According to the overall trend of the number of articles published, kindergarten picture book teaching generally presents an upward trend, from only one article in 2007 to more than 200 articles in 2018. From 2018 to the present, it has maintained a good growth trend for five consecutive years, and the predicted value in 2022 has reached 357. Through the analysis of the main themes of the article, it is mainly concentrated in kindergarten and picture book

teaching. The number of documents on the two themes is more than 800, followed by picture book reading and picture book reading teaching, with the number of documents more than 200. According to the above analysis, the enthusiasm of kindergarten picture book teaching research is on the rise. Most of the content is the practical exploration of kindergarten picture book teaching, and there are also a few theoretical research contents. Figure 1: Annual trend chart of articles published under the title of “picture book teaching of kindergarten”, Figure 2: number of documents distributed on the main theme of “picture book teaching of kindergarten”.

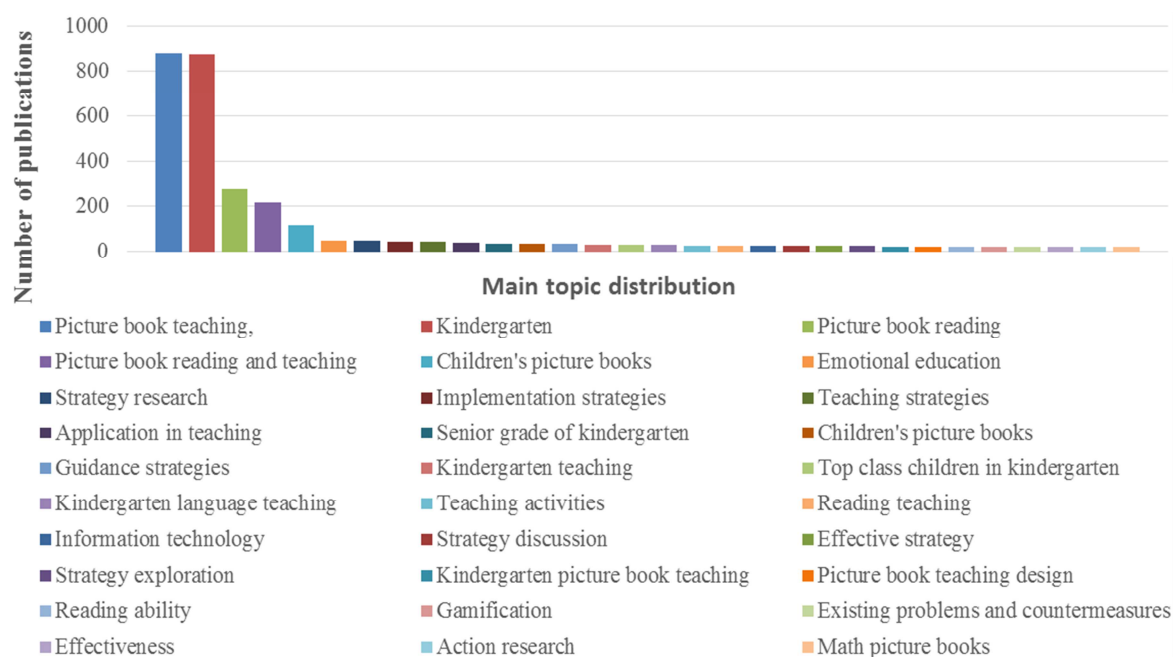


Figure 2. Number of documents on the main theme of “picture book teaching of kindergarten”.

2. Picture Book And Picture Book Teaching

2.1. The Emergence and Development of Picture Books

The term “picture book” originated in Japan and is the translation of English “picture book” in Japanese, which is the earliest form of children's literature born in Europe. The term “picture book” was introduced from Japan and Taiwan. The earliest picture book recognized today is *The Story of Peter Rabbit*, written by British female writer Beatrix Porter. This is the first picture story book created for children and is considered as the beginning of modern children's picture books [1]. The concept of picture books is very broad, including not only storybooks with picture, illustration books, but also concept books, letter books, toy books, etc., but it generally refers to picture storybooks [2].

Picture books were born in Europe in the present century, and became popular in the United States in the 1930s. Today, picture books are popular with children all over the world, and

picture book reading has become a fashion for children all over the world. The famous American Caldecott Award, the German Picture Book Award, the International Andersen Award, the British Greenway Award and other awards have also been born one after another, becoming a platform to honor those picture book writers who have outstanding performance in picture book creation and painting. Japan is the first country in Asia to develop picture books. And now, Japan has been quite mature in the creation, distribution, promotion and application of picture books. At the same time, a large number of excellent children's picture book writers have emerged, such as Matsushita Matsushita, Taro Miyagi, and so on. The development of picture books in Taiwan is also relatively early. It began in the present century, and after years of exploration and development. We can see that Taiwan has achieved fruitful results in the introduction, publication, creation, application and research of picture books. Compared with many western countries, the application and research of picture books in China is still at the initial stage of exploration, and compared with Taiwan, it is nearly 20 or 30 years late. The development of picture books in Europe, America, Japan, Taiwan and other countries and regions has been relatively

perfect, and its rich research experience has important enlightenment and reference significance for China's picture book research [3].

2.2. Picture Book Teaching

Picture book teaching means that teachers take picture books as a kind of teaching material, deeply excavate, explore and use the theme and value of picture books, and at the same time, according to the stage characteristics of students' physical and mental development, scientifically formulate teaching plans, purposefully, planned and organized curriculum development and setting, and assist with reasonable teaching process design to improve children's cognitive ability and practical ability, And realize the course objectives gradually according to the feedback and adjustment mechanism. The picture book teaching in this study specifically refers to the picture book teaching in kindergartens, so it is a collective teaching activity carried out by kindergarten teachers for many children [2].

3. Research Focus of Kindergarten Picture Book Teaching Activities

According to the relevant information of document retrieval, the current academic research on picture book teaching mainly focuses on the value of picture books, the problems in picture book teaching, and the teaching strategies and methods of picture books. Through literature review, a comparative analysis of the views of researchers (Song Juzhi, Kang Changyun, Qu Yahong, Xu Yiting, Zhu Yuanyuan, Zhou Xiaoying, Li Shaomei, Zeng Huiying, Liu Yanju, Su Chunlai, Lu Wei, Sun Yuqing, Guo Xian, Li Xiujuan, Li Yun, Wang Shuying, Lei Ying, He Mengying, Li Qing, Wang Yanping, Wu Jianfang, Nie Xia, Li Nannan, Zhu Xiaoxia, Dai Wen, etc.) can combine the teaching value of picture books, The problems, strategies and methods of picture book teaching can be summarized as follows:

3.1. The Teaching Value of Picture Books

3.1.1. Promote Children's Language Ability

The academic community generally agrees that the teaching of picture books is helpful to the development of children's language ability. Japanese children's literature theorist Matsuki believes that the process of reading picture books is the process of enriching vocabulary and accumulating language materials. Read books to young children in the voice of adults, so that children can have a rich vocabulary and grow into a full heart [4]. Kang Changyun's research shows that children with rich early reading experience are significantly better than children with less experience in picture book reading in terms of vocabulary, language coherence and integrity [5].

3.1.2. Promote Children's Cognitive and Social Development

Excellent picture books cover different themes, incorporate

some early enlightenment knowledge and a certain depth of philosophical thoughts, which opens the door for children to explore the unknown. Qu Yahong believes that children can not only increase their understanding of the world, increase their knowledge and experience, understand life, but also tap their own potential and interests in picture book reading [6]. Through qualitative and quantitative methods, Xu Yeting found that social theme picture book teaching can effectively promote the development of prosocial behavior of large class children, but there are gender differences in specific development [7]. Zhu Yuanyuan found through experimental design that picture book teaching has a significant effect on the development of self-control ability of children in middle class [8].

3.1.3. Promote the Cultivation of Children's Good Mood

Mr. Cao Wenxuan, a children's writer, once fully affirmed the emotional education function contained in the picture book. He believed that the influence of the picture book on a person not only existed in childhood, but also affected his life attitude, way of thinking and value judgment at all stages. The picture books depict the fine virtues that human beings generally have and hope to inherit, so they play an irreplaceable role in children's emotional education [9]. Zhai Yahong pointed out that adults and children have language communication, spiritual communication and skin contact in the process of reading picture books. Children's heart will become very full and powerful [6].

3.1.4. Promote the Improvement of Children's Aesthetic Ability

Li Shaomei believes that the excellent painting, ingenious composition and reasonable color use of picture books can give readers visual enjoyment, bring children into an art country, and accept the edification of art. Children's ability to appreciate art will also be greatly developed, and the artistic feeling brought by picture books to children can not be replaced by pure text reading [10]. Zhai Yahong believes that most of the paintings in the picture book are the works of professional illustrators. By adopting various painting tools and materials, the pictures created can achieve the effect of synchronization with the story. In the process of reading, children not only enjoy the story, but also get the edification of beauty [6].

3.1.5. Be Able to Urge Children's Self-Management

Zeng Huiying believes that children's self-control is relatively poor, so teachers should pay attention to the cultivation of their learning literacy in daily teaching, promote children's self-management awareness and the ability to initially distinguish right from wrong, and let children develop good learning habits. Kindergarten teachers have a profound impact on children's achievements and learning awareness. By introducing picture book teaching to cultivate students' comprehensive quality, teachers can correct their learning attitude, change their bad learning habits, and improve their cognitive ability to a certain extent. [11]

3.2. Problems in Picture Book Teaching

3.2.1. The Design of Teaching Objectives Is Unreasonable

Liu Yanju believes that the current design of picture book teaching in kindergartens is generally unreasonable. The “fetch doctrine” is prevalent, and there is no in-depth, thorough and comprehensive study of picture books. Sometimes, only the surface value of picture books is recognized, so there is no accurate target orientation in picture book teaching. In particular, some inexperienced teachers, when designing the picture book teaching, simply read through the picture book once, initially understand the story, and then carry out teaching activities in the classroom. Usually, there is no clear theme, no clear plan, and even some kindergarten teachers misinterpret the meaning of the picture book theme, which are urgent problems to be solved [12].

3.2.2. Random Selection of Picture Books

Many parents and even teachers are too arbitrary when choosing picture books for children. There is a phenomenon of choosing “wrong” picture books for children. Most of the books they choose are not suitable for children, resulting in low interest and enthusiasm of children. At the same time, parents choose picture books with great subjectivity and randomness. They blindly follow the trend. The choice of picture books is mostly recommended by colleagues or friends. They do not unilaterally decide the reading materials of children's picture books according to their development characteristics and interest needs. They think that what they choose is suitable. When selecting picture books, kindergarten teachers sometimes only take into account the theme, but do not take the characteristics and interests of children's physical and mental development into account. They do not choose picture books based on “children's standard”. They choose picture book materials that they are interested in or have teaching experience. Su Chunlai and Lu Wei proposed that the selection of high-quality picture books is a good start. Today, there are many disadvantages in the selection of picture books, such as large subjective randomness and blindly following the trend, which also leads to the value of picture books can not be reflected [13].

3.2.3. Single Teaching Method

In most of the picture book teaching, some teachers take the same way. First, different picture book materials simply use the same teaching methods, and will expand the content of picture books. The value of different types of picture books has not been fully explored. Second, in the teaching of picture books, most teachers use “dialogue to guide the topic → play PPT page by page → take questions to help children master the overall idea of picture books → children understand the overall picture book content → summarize the educational significance of the story” as the general teaching activity mode. Sun Yuqing, a scholar, believes that this unchanged traditional teaching activity has diluted children's interest in reading, wiped out children's enthusiasm and participation in active reading, and it is difficult for children to develop good independent reading habits [14].

3.2.4. The Home Cooperation Is Not Close Enough

Education is not only the responsibility of teachers. As the saying goes, “parents are the first teachers of children.” In short, achieving home-based cooperation can lead to better development of preschool education, and is also a necessary way to promote the healthy growth of children. Many parents have a mentality of leaving their children to the kindergarten and everything will be fine, resulting in children's unilateral growth, inconsistent home education and so on. In picture book teaching, parent-child picture book reading is not only an excellent opportunity to exchange feelings between parents and children, but also a family atmosphere nutrient to promote the development of children's prosocial behavior [13]. Guo Qian believes that parents have high expectations for the development of children's intelligence in kindergartens, neglect the growth of other aspects of children, and have cognitive bias in the teaching of picture books in kindergartens. The purpose and needs of parents are contrary to the original intention of kindergarten teaching [2].

3.2.5. The Professional Level of Teachers Is Not Enough

The professional level of teachers is closely related to the development of children in all aspects, and preschool teachers should have professional knowledge reserves and teaching level. Li Xiujuan believes that although current preschool teachers generally focus on picture book education and children's learning and growth, due to the different focus and understanding of each teacher, many teachers do not really understand the inherent meaning of collective picture book teaching [15]. Guo Xian believes that the lack of professional ability of kindergarten teachers in picture book teaching is mainly reflected in the lack of professional quality of kindergarten teachers. In the actual education and teaching, there is the idea of kindergarten primary school. In the process of picture book teaching, children are often guided to pay too much attention to the content of stories, philosophical feelings, and language and writing. The purpose of using picture book teaching is too strong, and children's teachers do not pay attention to children's reading interest and aesthetic experience [2].

3.2.6. Teachers Did Not Dig into the Emotional Factors of Picture Books

Many children's picture books in China originate from foreign countries. In order to realize localized education, it is necessary to transform the excellent foreign culture. Teachers should study the picture book materials in depth and deeply explore the emotional factors in the picture book. Li Yun pointed out that in the actual teaching process of kindergarten picture books, teachers did not fully explore the emotional factors of picture books and paid too much attention to teaching efficiency, resulting in the lack of emotional education in kindergarten picture book teaching [16]. Wang Shuying believes that some teachers lack the ability to create picture book reading situations, can not lead children to express their feelings by thinking about the story of the picture book, nor can they guide children to have a deeper understanding of the meaning of the picture book, so that

they can not complete the teaching task of emotional cultivation with the help of picture book teaching [17].

3.3. Picture Book Teaching Strategies and Methods

3.3.1. Make Joint Efforts to Select Picture Books

In the selection of picture books, On the one hand, Lei Ying believes that teachers should screen excellent picture books in many ways, according to the education suggestions for children in the Development Guide for Children Aged 3-6, and according to age. Combine the five fields, fully excavate the educational resources contained in the picture book, combine the actual development situation of children, and use the picture book to create an appropriate nearest development zone for children. On the other hand, the kindergarten has established an appropriate mechanism for screening picture books. Although teachers are the main body of picture book screening, the strength of the kindergarten cannot be ignored. The kindergarten should pay attention to the screening and classification of picture books, and sort out, classify, screen and analyze the fields and themes of classical picture books and the existing picture book resources in kindergartens, as well as the appropriate age groups of children. Secondly, the kindergarten should actively set up an electronic library of picture books, which will record the teachers' previous analysis of picture books into the electronic library according to the classification of subject, field and age, so as to facilitate the search and use in future teaching activities. Finally, the kindergarten should gather teachers who are good at all fields in the picture-book teaching activities [18].

Lei Ying, He Mengying, Li Xiujuan and other scholars believe that children's age characteristics, interest needs and actual situation should be taken into consideration to select picture book materials in a targeted way, so as to lay a foundation for subsequent picture book teaching. Li Xiujuan believes that teachers need to have an in-depth understanding of the content of the picture book, and reasonably select the content of the picture book based on the age and personality characteristics of children [15]; He Mengying believes that preschool teachers need to start from the interests of children, follow the laws of education and children's learning needs, focus on the core of children's growth and development, and select picture books based on different teaching objectives [19].

3.3.2. Kindergarten Teachers Continue to Explore New Methods

Lei Ying proposed that the teaching methods of picture books should be diversified, and the teaching design should be closely linked to the teaching of picture books, and the educational resources in the picture books should be fully exploited. Choose appropriate picture books for children according to their age characteristics and interests. In the process of teaching activities, rich teaching links are designed to guide children to explore the development trend of stories through some exploratory and interactive teaching links. The teaching of picture books should be as game-based and life-oriented as possible to meet the specific learning needs of

children, so that children can learn the content of picture books in the game and deepen their perception of picture books. Finally, after the activity, we should pay attention to the extension after class to deepen our impression. As long as teachers can integrate multiple educational resources existing in a picture book into a theme activity and let children explore many times, children's knowledge and experience will also be more comprehensive and in-depth [18].

3.3.3. Enlarge Home Contact and Improve the Quality of Home Cooperation in Picture Book Teaching

Li Qing believes that first of all, kindergartens should strengthen publicity and guidance on parent-child picture book reading. Kindergartens and teachers should take advantage of such opportunities as parents' meetings, picking up and sending children to and from school, and parent-child observation to publicize the importance of picture books to children's development. Parents' meetings with the theme of parent-child reading should be held regularly to form the practice of "parent-child picture book sharing". Famous scholars and experts of picture books can be invited to hold regular lectures on professional knowledge of parent-child picture book reading and distribute parent-child reading proposals, To form a strong atmosphere of parent-child reading in the park and realize a virtuous circle of home co-cultivation. Secondly, parents should clarify the purpose of home cooperation and explore their own potential teaching resources. Change parents' mentality of "eager for success and profit", guide parents to form a scientific childcare concept, and make kindergartens and parents become good partners with each other; Explore the potential educational resources of parents, guide parents to keep the education of children at home consistent with that of teachers, and create an atmosphere suitable for children to read parent-child picture books. In addition, parents should dedicate family education resources, such as providing some excellent picture books and making teachers' picture books more diversified [20].

3.3.4. Improve Teachers' Ability to Teach Picture Books

Wang Yanping believes that preschool teachers need to leave children more autonomy in picture book teaching, and teaching should focus on inspiration. In addition, as a kindergarten teacher, we need to pay attention to the substantial progress and development of our own abilities: enhance the ability to interpret picture books, and interpret the contents of picture books to fit the age characteristics of children, and transform them into language that children can understand. At the same time, preschool teachers need to strengthen the ability of drawing book mining and teaching organization, pay attention to the growth of children, promote the development and improvement of teaching work, and lay a good foundation for children's learning and development [21].

Lei Ying believes that teachers should continue to deepen practice and explore the relationship between picture book teaching and children's learning. In daily picture-book teaching activities and reflections, teachers connect children's

learning performance with corresponding theoretical knowledge, and carry out targeted reflection, so as to make great progress in future teaching and research work and teaching practice. In short, preschool teachers should combine theory with practice to improve the quality of picture book teaching, improve the quality of preschool education, and improve the quality of teachers' own development [18]. Wu Jianfang believes that teachers need to effectively integrate picture book resources according to the characteristics of children's physical and mental development, and enable children to deeply experience the idea of picture books in the teaching method of theme activities [22].

3.3.5. *Combine Picture Books with Life Practice*

Nie Xia believes that most of the knowledge in the picture book comes from life. To make children fully understand and master the content of the picture book, children need to be guided to understand various details of life and form rich life experience. In the process of picture book teaching, teachers can use multimedia to simulate real life scenes, or stimulate children's perception through the way of reproduction of life scenes. The life of picture book teaching is easy for children to understand and master. In addition, children have a strong thirst for knowledge and exploration at this stage of life development. Stimulating children with life elements can further mobilize their enthusiasm for picture book reading and optimize the teaching design of kindergarten picture books [23].

3.3.6. *Extend Reading to Arouse Children's Emotional Resonance*

In the actual teaching process, some teachers only regard picture books as a teaching method, and set up various teaching activities in order to improve the teaching interest, but to some extent, they neglect the emotional experience of children, affecting the actual effect of picture book teaching. In response, Li Nannan proposed that preschool teachers should, based on clear teaching objectives, deeply explore the emotional factors hidden in the picture books, and set up corresponding extended reading activities with the help of these picture book materials and in combination with the existing cognitive development characteristics of children, so as to stimulate children's learning enthusiasm, meet their learning needs and emotional experience needs, enable children to have feelings in the classroom, and deepen their understanding of the picture book story [24].

Li Yun believes that teachers should combine the characteristics of children's thinking development to create a certain emotional education situation for children, so that children can feel personally. For example, in the teaching of kindergarten picture books, "Uncle Bear's Birthday Party" is selected. Teachers can guide children to celebrate the birthday of "Uncle Bear", make birthday cakes, stimulate children's enthusiasm for participation, and help children feel the love between small animals, and promote this kind of care to the children. Finally, the children taste the cake made for "Uncle Bear" together, so that the children realize that they can harvest happiness and happiness while helping others [16].

Zhu Xiaoxia proposed that in the process of teaching young children, the corresponding emotional education situation can be formed by rendering the corresponding language, pictures and other materials, which can enable children to get obvious emotional experience in the teaching process, so as to promote the emotional development of children [25]. Teachers can only excavate the emotional education value in the picture book, understand the way of expressing emotion in the picture book, and create emotional education situation, can promote the development of children's emotions [26].

4. The Shortage of the Research

The author combed the literature and found that, from the perspective of the number of articles, the overall research showed a developmental growth trend. In other words, more and more educational researchers have begun to pay attention to picture books and carry out relevant exploratory research. At the same time, the research perspective and scope of picture book teaching in kindergartens are constantly enriched and expanded, mainly including the content and teaching of picture books with different themes that have different values for children's physical and mental development, the design of picture books, the selection of picture book themes, the current situation of picture book teaching, and how to improve the effect of picture book teaching. At present, educational researchers have begun to explore, interpret and analyze the actual development of picture book teaching in kindergartens in China from different perspectives and conduct in-depth research on the improvement of teaching effect.

However, it should be pointed out that the research of picture book teaching is mainly based on application, and the perspective is focused on the current situation of picture book teaching. Therefore, there may be insufficient research scope and breadth. The research of picture book teaching is lack of multi-angle integration research, and the research of relevant curriculum design is relatively small. There is a lack of strong discussion on the subject teaching of picture book. There are many research problems and research fields worth exploring. Most of the discussion on the causes and the countermeasures for the problems remain in the simple list and summary of practical experience, lacking deep theoretical support. At the same time, most of the documents about kindergarten picture book teaching are about the solution strategies in a general way, but lack of examples of effective implementation. To sum up, the current picture book teaching in kindergartens is difficult to implement in practice. It is not only difficult to describe the limit in concept, but also the deep problem is how to effectively integrate theory and practice of picture book teaching. In the current heat of picture book teaching and the demand of the market, teachers can further promote the in-depth development of picture book teaching by deeply exploring the multiple educational values of picture books, developing and designing picture book teaching courses.

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