

Study on the Problem and Strategy of Picture Book Selection of Kindergarten Teachers

—A Case of Jiangjin District of Chongqing
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ABSTRACT

As an important educational resource, picture books have received more and more attention and have been widely used by kindergarten teachers in recent years. In this study, the survey of kindergartens in Jiangjin District, Chongqing revealed that kindergarten teachers lack of sufficient knowledge in selecting picture books, children lack of subjectivity in selecting picture books, and the foundation and ability of kindergarten picture book teaching and research are very weak. In response to these problems, corresponding strategies are proposed, hoping to provide help for kindergarten teachers in selecting picture books and promoting the professional development of kindergarten teachers.

Keywords: *Kindergarten teachers; Picture book selection; Strategies*

1. INTRODUCTION

The *Outline of Educational Guidance in Kindergartens (Trial)* clearly states that: "Teachers should use books, paintings and many other ways to arouse children's interest in books, reading and writing, and develop pre-reading and pre-writing skills." [1] Picture books, as the readings children come into contact with earliest, will enable children to form correct value orientation in the reading process, and are also of great significance to the development of preschool children. In recent years, with the diversification of teaching methods and teaching contents, picture books have been used by a large number of kindergartens, and are welcomed by more and more kindergarten teachers and children [2]. The establishment of picture book courses also occupies an increasingly important position in the arrangement of kindergarten education activities [3]. At present, kindergarten teachers often use picture books in teaching activities in various fields, which puts forward higher and more professional requirements for teachers to scientifically and rationally choose picture books before teaching.

2. INVESTIGATION AND ANALYSIS OF THE CURRENT SITUATION OF PICTURE BOOK SELECTION OF KINDERGARTEN TEACHERS

2.1 Analysis of the basic situation of picture book selection of kindergarten teachers

In this study, teachers from different classes of public and private kindergartens in urban and rural areas of Jiangjin District, Chongqing were randomly selected to fill out questionnaires. A total of 80 questionnaires were distributed, 80 were recovered, and 76 were valid questionnaires. The recovery rate was 95%. According to the recovered questionnaire statistics, 61.8% are township private kindergartens and 38.2% are urban public kindergartens. The sample distribution is reasonable.

1. Picture books in kindergartens and classes. 96.05% of kindergartens have public picture book reading areas, of which 76.31% have 20 or more class picture books. However, 76.32% of kindergartens' picture book update cycle are more than one quarter, and 21.05% of kindergartens do not have special picture book teaching and research.

2. Teachers' purchase of picture books and channels. 65.79% of teachers buy less than 20 picture books for preschool children every year. The biggest impact on teachers' purchase of picture books is recommendation of preschool experts or some teachers around them, and the ratio is as high as 90.57%; 13.16% of teachers buy picture books through picture book group, WeChat public account or

online, or ask parents to bring to school.
 3. Preferences for teachers' picture book selection. 88.16% of teachers believe that picture books should be mainly pictures, supplemented by texts. Only 11.94% of teachers prefer science and art picture books. 92.11% of teachers choose picture books from the perspective of developing early reading skills (reading habits, expression, and listening), and 85.53% of teachers will consider the current education theme in choosing picture books.
 4. The picture book option. 64.47% of teachers believe that the option for a picture book should be led by teachers and participated by children, but the actual right to choose 78.95% of the picture books in kindergartens is in the hands of teachers and principals or superiors.

2.2 Analysis of the differences in the choice of picture books by different teachers

1. Analysis of differences in teachers' understanding of role of picture books in preschool education
 One-way analysis of variance is carried out with the gender, school age, educational background, teaching class, and the nature and location of the kindergarten as independent variables, and the teacher's understanding of the role of picture books as the dependent variable.

Table 1 Analysis of Role of Teachers' Educational Background and Understanding of Picture Books in Preschool Education

	Highest education (mean ± standard deviation)		F□	p□
	Junior college (N = 48)	Undergraduate (N = 28)		
Early reading ability (reading habits, expression, and listening)	0.94±0.24	0.89±0.31	0.475	0.493
Words cognitive ability	0.08±0.28	0.25±0.44	4.077	0.047*
Learning of knowledge and experience	0.38±0.49	0.57±0.50	2.789	0.099
Social improvement	0.42±0.50	0.36±0.49	0.256	0.614
Imagination, observation, and logical reasoning, etc.	0.60±0.49	0.54±0.51	0.332	0.566
Ability of living habit	0.33±0.48	0.18±0.39	2.122	0.149
The development of personality	0.33±0.48	0.25±0.44	0.571	0.452
Other (please specify)	0.02±0.14	0.04±0.19	0.149	0.7
Artistic ability (aesthetic, painting, and handicraft, etc.)	0.46±0.50	0.32±0.48	1.361	0.247

* p<0.05 ** p<0.01

Table 1 Analysis: There is no obvious difference in the understanding of the role of picture books in preschool education by teachers of different genders, school ages, teaching classes, and natures and locations of their kindergartens. There is an obvious difference only in the words cognitive ability in understanding of the role of picture books in preschool education by teachers with different educational backgrounds. It can be seen that when choosing picture books, teachers with a college degree pay more attention to the role of picture books in the development of children's words cognitive ability than teachers with a bachelor's degree.

2. Analysis of the differences in personality in the choice of picture books by different teachers
 The single factor analysis is carried out through different

teachers' understanding of the structure of graphic and text, effect and right of choice of picture books.

Table 2 Differences in Teachers' Major and School Age in the Selection of Structure of Graphic and Text of Picture Books

	The reasonable ratio of pictures and text in the picture books should be (mean ± standard deviation)					F□	p□
	All pictures (N = 2)	Mainly pictures, supplemented by text (N = 67)	Mainly text, supplemented by pictures (N = 1)	Half pictures and half text (N = 5)	All text (N = 1)		
School age:	2.50±0.71	1.63±0.83	4.00±null	1.40±0.55	1.00±null	2.898	0.028*
Major:	1.00±0.00	1.12±0.33	2.00±null	1.40±0.55	1.00±null	2.504	0.050*

Table 2 Analysis: The reasonable ratio of pictures and text in picture books shows obvious differences for teachers' school age and majors.

2.3 Analysis of the correlation in the choice of picture books by different teachers

The correlation between the teacher's major and the

Table 3 Correlation between Teachers' Majors and Kindergarten Positions and Teachers' Understanding of Picture Books

Your understanding of picture books belongs to	Your major is 0.296**
* p<0.05 ** p<0.01	

Table 3 Analysis: The correlation coefficient between teachers' majors and teachers' understanding of picture books reaches 0.296, which is obviously different at the 0.05 significance level. Therefore, the teachers' majors and kindergarten positions have a positive correlation with teachers' understanding of picture books. Teachers in preschool education have a better understanding of picture books than teachers of non-preschool education major.

3. THE MAIN PROBLEMS IN THE SELECTION OF PICTURE BOOKS FOR KINDERGARTEN TEACHERS

3.1 Kindergarten teachers have insufficient knowledge of picture books

First, the kindergarten teachers' lack of knowledge of picture books and the lack of picture book literacy are manifested by the obvious difference in the understanding of teachers with different educational backgrounds in the role of picture books in the words cognitive ability in preschool education and the obvious difference in the reasonable ratio of the structure of graphic and text in teachers' school ages and majors. These differences in teachers' choice of picture books are all related. Second, the preschool teachers' insufficient understanding of picture books is manifested as a positive correlation between the teachers' majors and their understanding of picture books. Especially the teachers who are not in pre-school education major need to improve their understanding of picture books. Third, kindergarten teachers lack of comprehensive considerations when choosing the types of picture books. In the actual process of selecting picture books, teachers who choose language and health picture books are obviously more than those who choose other picture books, while teachers who choose science and art picture books account for a relatively small proportion. The emphasis on and understanding of exquisite pictures in picture books are insufficient, especially for whether they have an artistic style and unique creativity and whether the graphic and text combination is reasonable and other factors.^[4]

3.2 Children's subjectivity is not reflected in the selection of picture books

More than 60% of teachers believe that the option for a picture book should be led by teachers and participated by

teacher's understanding of the picture books. With regard to the question of whether there is a correlation between different teachers and their understanding of picture books, Spearman-related statistics were made in this study.

children, but the actual right to choose nearly 80% of the picture books in kindergartens is in the hands of teachers and principals or superiors in the actual selection of picture books. It indicates that the kindergarten teachers have a very clear understanding of the position of children in the selection of picture books, but the participation of children in the actual picture book selection is very low. Children's subjectivity in the selection of kindergarten picture books has not been reflected, and has not received enough attention from kindergartens or teachers.

3.3 The foundation and ability of the kindergarten picture book teaching and research are weak

On the one hand, kindergarten picture book replacement cycle is long. The update cycle of picture books in most kindergartens is more than one quarter, and the update cycle of more than half of kindergartens is once a semester. In fact, picture books are the basis for picture book teaching and research. The long cycle of picture book replacement directly affects the scope of picture book teaching and research. On the other hand, kindergartens do not carry out picture book teaching and research or the teaching and research cycles of most kindergarten picture books are long. The teaching and research cycles of most kindergarten picture books are more than two weeks, and even more than 20% of kindergartens do not carry out special picture book teaching and research, indicating that teaching and research cycles of most kindergarten picture books are long and they make no account of the picture book teaching and research. Some kindergarten teachers mentioned in the last question of the questionnaire "Perplex of Picture Book Selection" that the picture book teaching and research in kindergartens is not a special picture book teaching and research activity. It is only the summary and exploration of this event after each picture book activity. These further show that the kindergartens do not pay enough attention to the teaching and research of picture books, and the ability of teaching and research of picture books in kindergartens needs to be improved.

4. STRATEGY OF PICTURE BOOK SELECTION OF KINDERGARTEN TEACHERS

4.1 Enhance kindergarten teachers' knowledge of picture books

There are many factors that affect teachers' choice of picture books, but from a subjective point of view, the main reason is that teachers themselves have insufficient knowledge of picture books. Therefore, teachers should strengthen the professional knowledge of picture books and improve their picture book literacy. First, they should be familiar with the basic frame structure of picture books, grasp the combination of pictures (as the main part) and texts (as the supplement), and be familiar with the theme health requirements of picture books. Second, they should be familiar with the different characteristics of picture books, mainly the fun, literary, artistry, and educational meaning it conveys. Third, they should judge the value of picture books, including whether they can make children happy physically and mentally, and help cultivate their interest in reading. Whether they can help children's cognitive development in certain aspects, whether they can help develop good behavioral habits and enrich life experience, whether they can develop their artistic aesthetic ability, and whether they can obtain positive emotional experiences, etc.

At the same time, teachers should accumulate experience in picture book selection in practice. First, they should actively engage in practical work, read more picture books, and increase their storage volume of picture books while broadening horizons. Second, they should summarize and reflect on picture book teaching and reading. On the basis of a comprehensive understanding of existing picture books, they should find new picture books suitable for children combined with children's physical and mental development laws, and then make a wide selection. Third, when choosing picture books, they should consciously pay attention to the picture books in the five major fields, and do not overly focus on language and emotion picture books due to personal preferences and external factors to ignore the art and science picture books.

4.2 Attach importance to children's dominant position in the selection of picture books

The users of picture books in kindergartens are ultimately preschool children. Therefore, preschool children are the starting point and ending point of our picture book selection. When choosing a picture book, teachers can neither choose at random based on their level of knowledge, nor allow children to choose independently, because the age of the children and the degree of physical and mental development also determine that the choice of picture books by children will focus more on the level of hobbies and interests. It requires teachers to pay attention to the role of children in the selection of picture books from the perspective of

educators and the characteristics of children's physical and mental development, and choose picture books suitable for children according to their happy growth needs and interests. Therefore, teachers should choose picture books according to the age characteristics of preschool children^[5]. Because children of different ages have large differences in their physical and mental development levels, they also have different needs for the difficulty level of picture books. For children in primary classes of 3-4 years old, they are in a critical period for the development of language ability, self-awareness and imagination. During this period, we can choose a picture book which is mainly based on pictures, and the plot is relatively simple and interesting, and the colors are bright. For example: *The Very Hungry Caterpillar*, with simple picture, and colorful and vivid images, which can attract the children. Second, we should choose the picture books according to the children's interest. Interest is the best teacher and the foundation for preschool children to start reading and falling in love with it^[5]. Children of different genders have different interests and hobbies. Boys may be more interested in cars and guns. Teachers can choose picture books related to cars for them. For example: "Going to a Picnic on a Rainy Day", "Departing by Train", "Running, Aerial Ladder Fire Truck", etc. of the "Driving Out" series, with simple composition, but vivid and interesting; they allow children to understand the common sense in life while reading the picture books. Third, we should choose the picture book together with the children. Teachers can take children to bookstores or picture galleries, or they can let children choose their favorite picture books by electronic device projection. Then teachers can choose according to the theme, content and structure of the picture books selected by children^[6].

4.3 Strengthen the teaching and research of picture books in kindergartens

Picture book teaching and research is an important way to improve teachers' picture book selection level and teaching quality^[7]. First, we should update the picture books in time to ensure the quality and quantity of picture books in picture book teaching and reading. There are two ways to update the picture books: One is to put new picture books in time. The kindergartens should put new picture books for children in time every one to two months. The other is that kindergartens can purchase different picture books for different classes of the same grade while purchasing different picture books for top, middle and primary classes according to the age characteristics of children of different grades^[8]. Then they can rotate the picture books between classes of the same grade every month in order to achieve the purpose of updating picture books in a timely manner. Second, we should give teachers professional training in picture book knowledge. We should let the teachers know what a picture book is, master the concept of the picture books, understand the difference between the picture books and the storybooks and the characteristics and values of the picture books, and learn to analyze from different angles

what kind of picture book is a good picture book, how to choose a picture book, etc. Third, the kindergartens should regularly organize special teaching and research activities around a certain type of picture book. On the one hand, they should regularly carry out picture book teaching activities, organize teachers to study and practice lessons through heterogeneous forms for the same subject, and invite experts to guide the kindergarten picture book teaching, so as to improve teachers' picture book teaching level and their professional abilities^[9]. On the other hand, after the diagnosis and demonstration, teachers should be organized to communicate and reflect, not only share picture book knowledge, selection methods and teaching experience, but also discuss commonality and individuality issues, and jointly formulate picture book teaching work plans for children of all ages in kindergartens to promote teachers' professional development and the quality of teaching of picture books.

5. CONCLUSION

Through investigation and analysis of data, it is found that the main problems in the selection of picture books for kindergarten teachers include lack of knowledge, limited methods and inefficient use in education and teaching, to help them improve the scientific understanding of picture books, improve the single choice of picture books, promote the development of kindergarten-based teaching and research activities, effectively enhance the use of picture books to carry out teaching professional capacity.

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