

On the Application of English Picture Books in English Teaching of Preschool Education in Secondary Vocational Schools

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Abstract: With the continuous improvement of parents' attention to early childhood education, English learning tends to develop at a younger age. Picture books have become a hot "top current" in infants and young children. How to use picture books well and talk about picture books well also puts forward higher requirements for the future quality of preschool teachers. Therefore, the English classroom of preschool education also needs to be reformed, which needs to keep up with the pace of the era, make adjustments to the course content, and increase the cultivation of the basic English ability and teaching ability of preschool students in secondary vocational schools, to better meet the needs of future career development. Based on the current background and development situation, this paper discusses how to introduce English picture books into the English classroom of preschool education in secondary vocational schools and the role of English picture books in the English teaching of preschool education.

Keywords: Picture books; English class; Pre-school education; Secondary vocational school

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1. Introduction

With the continuous development of modern education, people pay more attention to the English teaching of preschool children. Parents hope to complete the English language output naturally through the language input in early childhood, and English picture books have also entered most Chinese families. Therefore, preschool English teachers are faced with a big shortage of teachers, which is a good opportunity for students majoring in preschool education in secondary vocational schools. How to help students seize this opportunity? This problem is worth the majority of secondary vocational English teachers to think about to better serve the future professional development of secondary vocational students is the primary task faced by secondary vocational English teachers.

2. Overview of English picture books

Picture books originated in Europe in the 17th century and are simply called “picture books”. It was introduced in China in the 1980s. After 2000, the country was introduced systematically. Most of the English picture books on the market are still the original version. Most of the picture books are independent books, using a large length of pictures combined with simple words or sentences, using different structural presentation ways, to provide children with a real English learning situation, with easy-to-understand English picture books seize the critical period of language development. At the same time, picture books cover a very wide range of knowledge, which is close to life and has strong educational significance. Through reading, children can enrich cultural knowledge, improve life skills, and better understand and adapt to the world around them ^[1].

In recent years, many English training institutions, picture book libraries, bilingual kindergartens and many families in China are actively carrying out English picture book reading activities. Reading English picture books plays an obvious role in promoting children’s English enlightenment and all-round development. Systematic English picture book teaching for children can better stimulate children’s interest in reading, willingness to participate and active cooperation, and lay a foundation for future English learning. Therefore, future kindergarten teachers should read and learn more picture books to master the basic knowledge of picture books and the methods of organizing picture book teaching activities.

As an independent, complete, and short teaching material, English picture books can be interspersed in regular English classroom teaching to enrich the teaching content, meet the needs of students at different levels, change the traditional teaching mode, and truly implement stratified teaching. At the same time, it can also help students majoring in preschool education in secondary vocational schools to systematically learn the methods of carrying out English teaching activities, and comprehensively improve the comprehensive quality of secondary vocational students.

3. The current teaching situation and dilemma

Secondary vocational students are in adolescence. They have keen insight into new things, wide interests and strong communication skills. However, they generally have weak learning abilities and a weak English foundation. For most of them, English is a weak subject, especially in listening and oral English. In addition, most of the students have poor self-control, and when the class is in class, there will be a situation of wandering and sleeping. Lack of learning initiative, long-term under the supervision of teachers and parents passive learning knowledge, complete homework, and lack of interest in learning ^[2].

At the present stage, English teaching in secondary vocational schools still adopts unified public basic courses. The textbooks are more difficult, and the exercises and articles are obscure and difficult, which are far beyond the scope of cognition of secondary vocational students. Sometimes it is not that students do not want to listen, but they do not understand ^[3]. However, in order to complete the established teaching goals, front-line teachers can only use a lot of time to explain words, texts and grammar, and the absorption effect of students is not good. The English course in secondary vocational schools is designed to develop students’ core quality of English subjects and lay a foundation for students’ future career language communication ^[4]. However, the current regular English courses cannot be combined with students’ professional requirements, which requires front-line teachers to make changes according to the actual situation and professional characteristics of students, so as to better adapt to the development of the era and students’ development ^[5].

4. The teaching practice of English picture books in the classroom

4.1. Guide students to understand picture books for the first time

Since most students have never come into contact with English picture books before, teachers should first popularize the basic knowledge of English picture books to students in the early stage, including the origin, structure classification and artistic characteristics of picture books. After that, a large number of simple and basic English picture books are provided for students to read and learn, so as to stimulate students' interest and enthusiasm in learning^[6]. Give students time to read and learn, and after they have accumulated a certain amount of reading, they will recommend apps such as English Fun Dubbing, Elephant English and Audio English picture books to students, and encourage students to have more contact with picture books, listen to and read picture books with apps, and imitate the pronunciation of picture books. Every week, teachers organize students to recommend excellent picture books, and teachers can share them with each other, expand the scope of reading, learn from each other and make progress together. Let students get familiar with picture books in an easy way. Lay the groundwork for the following picture book teaching and reading expansion activities.

4.2. Organize students to read picture books

Preschool teachers should not only have a rich level of professional English knowledge, but also have a certain ability to organize and implement education, and be able to fully grasp the classroom, adjust the classroom teaching atmosphere, and complete the established teaching goals. Therefore, after students got familiar with English picture books, I began to organize students to try to read picture books.

Let the students choose their favorite picture book, give them sufficient preparation time, and do not limit the form of the picture book reading. It is up to the students to decide. If you are a kindergarten teacher now, how should you explain the picture book to the children in your class?

Carry out the picture book class in the preschool education professional class, in the process of picture book teaching and reading, the students have various forms of expression. Students with weak foundations chose the combination of Chinese and English, making full use of the elements of "picture," speaking pictures in Chinese and reading characters in English. The more extroverted and lively students, the form of expression is more vivid, to achieve both voice and emotion. Some students chose English picture books of ballads and sang catchy English ballads directly in class. The "little teachers" each have their strengths and characteristics, which they can learn from when they integrate into the picture books.

The students all perform well in the picture books, but they still lack the rules in the real English picture books for children. After each class, teachers organize students to evaluate each other and then evaluate from the aspects of oral expression, teaching design, and teaching style to establish a diversified evaluation system^[7].

4.3. Teach students to accumulate well

The development of picture books should also teach students to accumulate well. First, accumulate vocabulary. In picture books, a large number of basic English vocabulary will be repeated in a relatively simple form, which provides students with good materials for vocabulary accumulation. Students with poor foundation can start from scratch, learn from scratch, and constantly accumulate and expand their vocabulary just like children. Second, accumulate teaching experience. Every demonstration of reading a picture book is an accumulation. How to tell a picture book well, how to write a teaching design well, and how to do an activity case well, these teaching experiences will increase inadvertently. Through repeated lesson preparation, lecture and reflection to increase the teaching experience. Through listening to the accumulation of lessons to find their shortcomings.

Third, the accumulation of classroom language and oral expression ability. English picture books can provide students with rich materials for oral expression. In the process of reading, students can imitate the dialogues in the picture books, do footwork and situational dialogues, and improve their oral expression skills. In addition, good classroom language can well reflect the teacher's professional quality. Although the course organization time of preschool teachers is short, they still need proper classroom language expression, and we need to accumulate standardized and relevant vocabulary.

5. The role of English picture books in English teaching

5.1. Stimulating interest

Albert Einstein once said, "Interest is the best teacher of learning." English picture books, with their various forms and rich contents, are very popular among children. For the "big friends" in the secondary vocational school, they are also a good gift. In the past, the content of textbooks was rather long and boring, while the length of picture books is short, with many pictures and few sentences, the readers can catch their eyes at a moment and can be deeply attracted by them after careful taste^[8]. In addition, the English foundation of secondary vocational students is relatively weak, so simple but interesting things can stimulate their interest in learning. Let the students read a picture book, fall in love with the picture book, and thus become interested in English learning.

5.2. Moral education penetration

As a language subject, students will come into contact with foreign cultural backgrounds in the process of learning English communication skills. As an important way of cultural transmission, students will be attracted by foreign excellent civilizations in English class. The original English picture books can let students get in touch with the authentic English language, feel the customs and customs of British and American countries, broaden students' vision and broaden their knowledge.

Secondary vocational English curriculum has always been the core of moral education, knowledge learning, ability cultivation and value-building organic combination. The English picture books introduced into our country are rich in cultural knowledge and correct value orientation. For example, *Little Blue and Little Yellow* is a story of love and integration, which teaches us to find friends while maintaining ourselves. The main character of *I Like Me* is a little pig girl who is not beautiful and has no special talent. The only special thing is that she likes herself. This story can guide students to know and appreciate themselves. *My Dad* and *My Mum* show children's love for their parents with plain language and well-designed parallel sentence patterns^[9]. These children's picture books contain a huge philosophy of life, which is a good auxiliary material for moral education penetration, so that students can establish correct values, outlook on life and values while understanding foreign cultures^[10].

In the teaching design stage, English teaching materials and picture books can also be used as carriers to not only tell Chinese stories well but also let students understand the differences between Chinese and Western cultures, perceive the differences in thinking between Chinese and Western cultures, enhance cross-cultural understanding and cultivate cross-cultural awareness. This will also help students to better integrate into the international community and enhance their ability of international communication in the context of globalization^[11].

Moreover, storylines in English picture books are often imaginative and logical. In the process of telling and reading picture books, students need to understand the development of the story plot, analyze the

relationship between the characters in the book and infer the end of the story, which is helpful in exercising students' logical thinking and cultivating their ability of analysis and judgment.

5.3. Improving their ability

Secondary vocational English courses are designed to enable students to master certain basic English knowledge, basic skills and English thinking ability, and cultivate students' ability^[12] of workplace language communication, perception of thinking differences, cross-cultural understanding and independent learning. It promotes the development of students' core quality of subjects and lays a foundation for students' careers, continued learning and lifelong development.

Through the activities of reading English picture books, students can have access to a large number of reading materials. In reading picture books, speaking and reading picture books, as well as the subsequent creation and performance activities, students can practice repeatedly to strengthen the memory of new words and grammar, and their vocabulary, listening, speaking, reading and writing ability, English learning interest, academic performance, comprehensive language application ability and humanistic quality have been significantly improved^[13].

In the English class of preschool education major, teachers require students not only to master the basic knowledge and skills of English but also to lay the foundation for students' careers. Professional skills and knowledge related to future career development should be added to the teaching process, which is conducive to lifelong development^[14]. In the teaching and reading picture book activities, students can enter the role in advance, learn how to design activities, contact the teaching scene in advance, appreciate the picture book from the perspective of children, and improve students' professional quality and professional identity. Students majoring in preschool education can make use of their professional expertise to add painting, music, performance and other factors in the process of sharing picture books to enhance the expressive force of the story plot and improve the professional quality of students^[15].

6. Conclusion

To sum up, the introduction of English picture books into the English teaching of preschool education in secondary vocational schools can not only serve as auxiliary teaching materials in class but also become reading materials after class. English picture book teaching can develop students' language skills and teaching ability, and promote the development of students' core literacy. It is a teaching model that can be used for reference and promotion. English teachers of preschool education in secondary vocational schools should be good at using English picture books in the teaching process, constantly try, explore, and improve, better integrate picture books into the classroom, and improve the basic English ability and teaching ability of preschool students in secondary vocational schools, to better meet the needs of future career development.

Disclosure statement

The author declares no conflict of interest.

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