



The Application of English Picture Books to English Teaching in Early Childhood

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Abstract

The main purpose of this paper is to explore the application of picture books in children's English teaching. In recent years, the implementation of Picture Book teaching in early childhood has attracted much attention, and picture book reading is very popular with children. This paper analyzes the current situation of the application of English Picture Books in the English teaching of early childhood, analyzes the existing problems and their causes in the current domestic Picture Book teaching, and then discusses the application significance of Picture Books in the English Teaching of early childhood from the aspects of cultivating children's imagination, thinking and language ability, and finally puts forward the application strategies of English Picture Books in the English Teaching of early childhood.

Key words: English picture book; Early childhood; English teaching application

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1. INTRODUCTION

With the continuous attention of our society to the basic education of early childhood, as a child reading which plays an important role in the cognitive stage of early

childhood, more and more teachers pay attention to it. Especially for the improvement of children's Picture Book reading ability, children's education can not be ignored.

1.1 Background of the Study

This paper focuses on the application of English Picture Books in early childhood English teaching. In recent years, Picture Books have been paid more attention, especially in early childhood education. Combining with the current domestic and foreign cases of Picture Book teaching, the paper analyzes the existing problems, and puts forward the corresponding reasonable and feasible solutions to the existing problems and obtains the best teaching strategies. Combined with the above contents, this paper expounds the application significance of Picture Books in children's teaching from the aspects of cultivating children's imagination, thinking and language ability.

1.2 Significance of the Study

English Picture Book is a kind of teaching tool that cannot be ignored in English teaching for young children. Picture Books include tedious words, sentences or articles in the picture to stimulate young children's interest in English learning, improve their ability in all aspects of English, and have a good foundation and starting point. In the current situation of unified regulation of infant teaching materials, its advantages are applied to children's English learning, which not only optimizes the teaching resources but also promotes the further development of early childhood education. At the same time, teachers and parents as the child's growth process of the boost should also use an English Picture Book as a teaching resource. If we can find the best age for picture book teaching and the best age for teaching strategy, the best teaching strategy can make the children make full use of the advantages of the critical period, and then match the best teaching strategy to achieve the effect of the double sword wall. This is bound to help children learn English more easily

and effectively, improve their interest and self-confidence in English learning, stimulate their imagination, and build good thinking and language skills. At the same time, it can also help teachers to improve the teaching content and method and improve the teaching efficiency. English Picture Book teaching is now becoming an important auxiliary tool for early childhood English teaching, to explore the application of English Picture Book in early childhood English teaching, especially in the 3-6-year-old stage. Combining multiple studies.

1.3 Methods of Study

Methods including literature, case analysis and so on, comprehensively study the application of English Picture Books in early childhood English teaching, sort out the existing problems and put forward the best teaching strategies. Through the research of this paper, the conclusion is that the application of English Picture Books in English teaching of young children is beneficial to stimulate children's imagination, improve their thinking ability, improve their language ability, also help to express their self emotion and manage their self-emotion and have a great effect on their psychotherapy.

2. LITERATURE REVIEW

Because of the advantages in the process of children's learning and the improvement of children's attention in recent years, the application of English Picture Books in teaching has gradually attracted a large number of scholars at home and abroad to carry out research and summary from the aspects of children's psychology, thinking and language ability.

2.1 Research Status at Abroad

In foreign countries, there is a lot of research on reading and Picture Books, and educators have gradually realized the importance of children's reading in the exploration of early reading. Montag Jessica, an American children's writer, once pointed out that when you read to a child when you bring a book to a child, you bring the child unlimited life possibilities, and you become an inspiration. People also found the important role of picture book reading in children's development (Montag, 2019).

In a 10-month observational study of mothers and children, leading US children's writer Krashen found that mothers read Picture Books with young children with more identifying objects and that she also pays attention to providing tangible feedback on the naming of young children, which will undoubtedly help young children master everyday vocabulary and language more quickly and accurately. Studies by American child educators Brooks and Donato have also shown that parents try to the picture teaches children to learn language through Picture Book reading activities and adopts various means, such as asking questions, providing feedback and so on,

to promote the development of children's language level. Picture Book reading also helps children's language skills. Japan's "father of modern Picture Books", Mr. Brooks has interrupted the study of his Picture Book, whose image determines the quality of children's imagination. Picture Books are an important starting point for children's imagination. Mr. Donato believes that the picture is also a beautiful world carefully drawn by the painter. And there are poems in the painting, there are paintings in the poem. This combination of poetry and painting will make young children feel beautiful and bring them spiritual pleasure and satisfaction with the experience of feeling and pleasure (Krashen, 1982).

Foreign scholars' research on the application of Picture Books in children's learning has found that Picture Book teaching plays an important role in children's language ability, psychological guidance, imagination and thinking ability.

2.2 Research Status in China

Zhang Wen, Professor of Lanzhou University, in "Wisdom", has learned that reading Picture Books together with parents and children can take the opportunity to guide children to identify various emotions and make them express their emotional behavior by the expectations of the society; reading habits can help children to express their feelings and emotional reactions with fluency, but with the increase of age and reading volume, the content of picture books can make children's emotional expression in a variety of forms (Zhang, 2016). Kang Changyun, Ph.D., Education, Beijing Normal University. According to *The Book of Picture Stories and the Development of Preschool Children* by Kang Changyun (Kang, 2002). It shows that as a rich and interesting because of the information symbols, vivid pictures of Picture Books can make children unrestrained by words to stimulate children's imagination and arouse children's interest and emotion to the object they see and provide broad thinking space for young children, which can greatly promote the development of children's imagination. In the reading of picture storybooks, the intentionality of children's imagination gradually develops, the content of children's imagination gradually becomes rich and complete, and the creative components of children's reconstruction imagination gradually increase. Kang's research also shows that young children who enjoy reading and have extensive early reading experience are fluent in a language, motivated, and able to listen. They are younger than children who do not like or are inexperienced. In his study, child psychologist Li Heyi points out that Picture Books are a combination of children's literature and art at the cleanest level and class (Li, 2016, p.4). The charm of Picture Books is that they guide children to understand the social meaning of "maturity" in an immature way. Through Picture Book reading education, young children can speed up the process of their socialization.

The research of domestic scholars shows that Picture Books are helpful to express children's self-emotion and stimulate their imagination. Picture Books also have a great effect on children's psychotherapy, and in vivid pictures and storylines, relax and have a pleasant experience, while enhancing parent-child communication.

2.3 Analysis of the Current Situation of Picture Book Teaching in English

According to the inquiry, two kinds of results were obtained: one is the advantages of English Picture Book teaching, 64% of teachers use children's Picture Books in kindergarten teaching activity language class, 95% use children's Picture Books in storytelling activities or reading time, and 98% of teachers say that children's Picture Books in kindergarten library is open to young children. The use of children's Picture Books in language classes is mainly used to inspire children's imagination, perceive aesthetic taste, cultivate emotion, train language and cultivate children's reading before class and writing before class ability. 100% of preschool teachers arrange children's contact and reading of children's picture books during story activities or reading time, most of them in small and middle classes. Teachers will read children's Picture Books in the form of storytelling. Many large class teachers arrange a regular reading time to guide children to read children's Picture Books independently, and most preschool teachers will adopt two kinds of activities interspersed to make children contact children's Picture Books in many ways.

The second is the lack of the present situation of English Picture Book teaching. First, the period and time of English Picture Book teaching are short; the time of English Picture Book popularizing in China is not very long, and it is influenced by the thought of examination-oriented education, which results in the short time of English picture book teaching in English class and the long period of opening. More English Picture Books are pure English format so that pupils in the course of review and review there are serious obstacles and difficulties. Second, the evaluation of Picture Book teaching is single: The teaching of a Picture Book is influenced by the teaching of examination-oriented education, which greatly reduces the important role of divergent students' thinking and expanding students' knowledge. Most of the traditional English teaching only take the examination results as the basis for the students' quality and ability improvement, and the English Picture Book teaching will lose its real purpose if it is adopted, and will not provide a space for students to think and digest, which greatly imprisons the students' thinking when learning English, and will cause the students to lose their interest in learning English without finding the real purpose of learning English.

3. DEFINITION OF ENGLISH PICTURE BOOKS AND EXISTING PROBLEMS IN TEACHING AND SOLUTIONS

No matter at home and abroad, English Picture Books are very popular in early childhood teaching. Of course, there are some problems in the experiment. In view of these problems, we should seek solutions so that English Picture Books can be better used in early childhood education.

3.1 Definition of Picture Books

The "Picture Book" comes from Japan. It refers to the Picture Storybook in which words and pictures complement each other. It is a Reading Book for expressing specific feelings and themes. It is an art of interweaving and interacting stories in different degrees through the two characters of painting and writing. In short, an English Picture Book is a picture book told in English.

Features of Picture Books: (1) Fine binding, the use of various techniques to create the story plot, not only a beautiful painting but also in composition, color can make the reader in the visual pleasure, the picture and the picture can also show a unique narrative relationship. (2) Classical complete, high-quality Picture Books mostly have far-reaching gist, in which the story plot and artistic conception presented can deepen the children's understanding of the surrounding environment and the world, and the English Picture Book story itself is a whole language application example, which can provide children with the complete learning experience of English learning. (3) The English Picture Books can provide children with the real-life of learning English situations and rich vocabulary can help develop children's language skills. The creation of good context also lays a solid foundation for students to apply what they have learned in life. (4) The repetition emphasizes that the language of picture books has the characteristics of visualization, repeatability, and simplicity. Because the Picture Book is for children, there are no particularly gorgeous words and complex sentence patterns in it, the basic sentence pattern has a high repetition rate in the story, and the sentences are followed by the way of rhyme. Students can more easily grasp the English words and pronunciation characteristics, which provides good language support for children to master the use of core sentence patterns. (5) A picture book for students and teachers. The thinking space is very big, through all kinds of cultural background, through the text and the picture, the student can enter the different world, makes the student's creativity infinite expansion. Students can also according to the overall artistic conception of Picture Books, the story plot to develop a rich association so that the imagination is infinitely expanded. Picture books can also train children's ability for logical thinking, prediction, reasoning and so on.

3.2 Problems and Causes in the Teaching of Children's English Picture Books

As far as the current results are concerned, first of all, there are problems in Teachers' cognition and practical operation of Picture Books, as well as insufficient attention paid to Picture Book teaching by preschool education institutions.

3.2.1 Concept and practice are inconsistent

According to the data, most of the teachers' ideas about teaching and Picture Book teaching are correct, but when they observe the teaching activities, they find that the teachers' practice and ideas in Picture Book teaching are very different. Teachers fall into the misunderstanding of "emphasizing emotion and neglecting knowledge" in the actual teaching process, which turns the learning of literacy ability and knowledge into the actual teaching goal.

3.2.2 Unaware of the value of Picture Books

As a kind of children's book with rich educational value, Picture Books open up a colorful world for young children, and young children can learn the knowledge of the language, society, health and other fields in the world of Picture Books. Every excellent Picture Book is carefully carved by the author, the text and picture of the Picture Book are hidden many need children to discover the mystery, and the discovery and exploration of young children need the guidance of the teacher. According to the current inquiry information, teachers on the value of Picture Books is not in place.

3.2.3 Single teaching method

Picture Book teaching is a stage to test the comprehensive ability of teachers, only with good classroom control ability and versatile preschool teachers can achieve better results in organizing the teaching of Picture Books for young children. The collective reading with the goal of language point learning under the guidance of teachers strengthens the negative reading experience of children who cannot understand and understand in the second language learning environment, reduces the interest and enthusiasm of children's active reading, makes children not experience the sense of achievement of autonomous reading, and is not conducive to the cultivation of reading habits. After a simple introduction, the teacher explains directly to guide the children to understand the story. The observation and association link in early reading activities makes the development of children's observation and imagination limited. Children in autonomous reading activities without teacher guidance are often only "reading pictures" rather than "reading", and teachers do not systematically and scientifically guide children to solve the problems encountered in the process of reading in collective reading. Most of the English Picture Book reading activities in kindergartens mainly adopt two ways: collective reading with teachers' guidance and independent reading without teachers' guidance.

And through the investigation, it is found that preschool teachers use the most teaching methods in the process of Picture Book teaching to make narration, questioning, acting reading and playing. Except for these besides the methods, there are discussion methods, performance methods, plot adaptation methods, book making methods and so on, but teachers seldom use these methods.

3.2.4 Lack of guidance strategy

The teaching strategy of guiding children to think when asking questions is also a way to interact with teachers and students in the classroom and to create a positive classroom atmosphere. Teachers skillfully ask questions to attract and maintain the attention of young children. However, in the existing Picture Book teaching, the main purpose of teachers' questioning is to stimulate children's interest, help children understand and guide them to speak their ideas, and the teacher's questioning is only to let the children better integrate into the Picture Book teaching. Also, teachers do not allow the Picture Book content to seize the opportunity to ask questions, where there is no need to ask questions, but where there is no need to ask questions.

3.2.5 Few extension activities

Extension activities are "activities to dig deeper into the theme of Picture Books after the teaching of Picture Books", which can be carried out immediately after the end of Picture Book content, or can be arranged separately. According to the means of extension, activities can be divided into extension performance activities, an extension of music activities, extension of art activities, extension of the adaptation of creative activities, extension of exploration activities, extension of the discussion activities. According to the direction of the extension can be divided into garden extension and garden extension activities. However, in the existing cases, the extension activities are extremely lacking, the main reasons are: the teachers think that the process of activities is more troublesome, and the materials cannot be reused. Fei teachers think that the attention of young children is limited and the effect is not good.

3.2.6 Lack of ability in teaching design

In the existing case of Picture Book teaching, the design of most Picture Book teaching activities tends to be simplified and flowing, which is manifested in the fact that teachers usually use the way of asking questions in the introduction of Picture Books, but some problems cannot arouse children's interest. Teachers often use the most teaching methods when they speak and read to children according to the words of PPT, and teachers with strong teaching skills use more performance reading methods and less complex teaching methods. A certain vocabulary cannot be read through activities. Picture Book reading is more like listening to the teacher to read stories, learning English words or sentence patterns of the story teaching or language skills teaching, the teaching

objective of the neglect of children's interest in English reading, reading ability, reading habits, writing ability and aesthetic skills to weaken the multiple values of Picture Books to children cannot maximize the value of Picture Books; the ability of teachers to design teaching props is relatively poor.

3.2.7 Not enough attention

The main performance is that Picture Book resources are extremely limited and the amount of class investment is small, so teachers use PPT form in class that teachers and students share a Picture Book. For example, there is an open class involving parents and the picture book teaching class is held in the largest activity room in kindergarten, but there are no curtains in the activity room, resulting in children cannot see the picture on the PowerPoint. Through out the whole activity, the teacher is responsible for reading the pictures. In the process teachers often do not know how to follow the Picture Book teaching, so the teaching results are poor.

Picture Books selection is incomplete and many bilingual kindergartens take the teaching goal of language knowledge as the basis for choosing Picture Book, so Picture Book reading becomes an auxiliary way to consolidate language knowledge, train listening, and speaking and other specific language skills. Some kindergartens have fixed picture book teaching materials, which leads teachers to passively organize reading activities according to the order of teaching materials before reading teaching, ignore the interests and needs of young children, and deprive children of their choice and ownership so that the content of reading cannot have a high correlation with young children. At the same time, most of the English Picture Books used in kindergartens are paper books related to language education. The traditional teaching materials, such as textbook style, stylized skill book and so on, are not by the spirit of full language education, and the learning materials are not what children need, can choose and want to read.

3.3 Solutions to Problems in the Teaching Application

To make better use of Picture Books in children's teaching, this paper puts forward the following solutions based on the above problems and the actual situation.

3.3.1 Children-centred all-media teaching resources

In the process of reading Picture Books, young children gradually develop from paying attention to pictures to paying attention to words, which should go through four stages: picture naming, oral story, written story and paying attention to words. This reading behavior and ability characteristics, physiological characteristics, aesthetic psychology and painting psychology of children of different ages determine their choice of subject matter and theme, painting style, form and material of Picture Books, which can stimulate the teaching resources of all

media Picture Books of children's various senses to meet the reading needs of children of different ages.

Small class children are in the aesthetic embryo of intuitive perception, so the form and material of Picture Book materials should stimulate children's senses, including static paper, cloth, sub-template, plastic, and other materials turn over books or Picture Books, Dynamic Three-dimensional Books, Toy Books, Vocal Books, Picture Book animation video, etc., to fully mobilize the children's senses to listen, see, touch, smell. The content involves all kinds of Sensory Books related to children's daily life, daily necessities, school supplies, etc., with strong rhythm, easy to imitate children's songs, rhythmic nursery rhymes and short phonetic story reading so that children can initially perceive the rhythm and beat of English. The middle-class child has certain life experience, know that English vocabulary can express a certain meaning, and can correspond to pictures and objects. They can also understand or guess the content of the story based on the picture, initially understand the emotion expressed in the work and produce a corresponding emotional response. Picture Book materials can be Picture Books, Game Books, or Picture Books with the theme of their daily life of interest, or Picture Books with both story narrative, like common sense and natural spelling. Big class children can focus on reading or listening to picture stories, begin to pay attention to the sound of words, get interested in books and English in life situations, retell the core words and sentence patterns, and predict the content of the story conjecture the development of the plot. The Picture Book is dominated by paper material or video animation, the topic is broader and the story plot is more complex.

3.3.2 Reading focusing on communication and understanding

Human language learning begins as a whole and gradually becomes local. The whole is always greater than the sum of parts, and the value and meaning of any part can only be learned completely in the real speaking event and the complete words. Children do not learn the rules of pronunciation to start speaking, master the rules of pinyin to start reading, learn to spell to start writing, can be seen in the process of language learning, function before form. Learning a language by young children is to learn how to understand the meaning of others and to express their meaning, and to understand the external world. In Picture Book reading activities. The author conveys specific words and pictures. The meaning of learning, sharing knowledge, art, and emotion with young children, so reading focuses on communication and understanding of meaning while learning things, learning the language itself and language knowledge can be carried out simultaneously in a complete language situation.

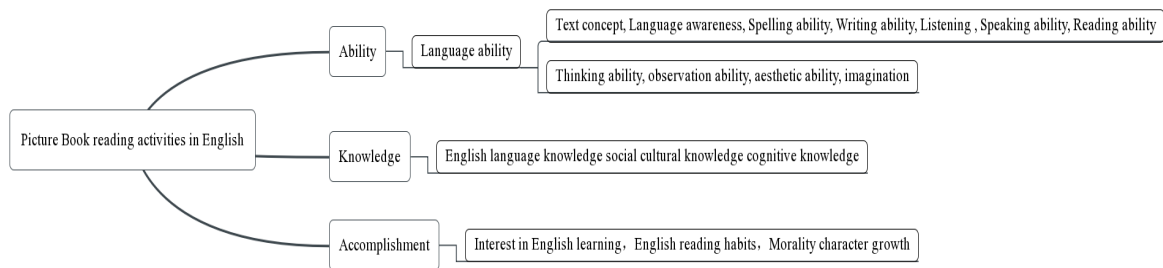
Psychologists such as Gough have divided psycholinguistic reading into three types: bottom-up,

top-down and interaction. The bottom-up model focuses on the language structure itself and is a reading process which emphasizes vocabulary learning; the top-down model is the interaction between the reading object and the reader, and a reader actively obtains the information, rather than the precise understanding and cognitive reading process; the interaction mode emphasizes the two-way of information transmission, and the reader simultaneously uses the bottom-up and top-down modes to process the information to realize the interaction between the existing knowledge and the text information of the reader. Early Childhood English Education for Enlightenment and interest as the main characteristics, the language education goal of children aged 3~6 is to cultivate children's listening, speaking ability, and good listening and speaking habits, and at the same time to germinate their early reading and writing experience. Active understanding is the characteristic of children's learning language. When children read picture books, they seek meaning, instead of sound or words. The top-down reading pattern is the process from the brain to the text, highlighting the subjective role of the reader in reading,

such as subjective prediction, inference, sampling, confirmation, self-correction, etc., which accords with the cognitive development law of the child from perception, formation concept to presentation, and is helpful to develop the perception of the word and its function by the young child. Raising children's interest and confidence in the language.

3.3.3 General subject reading to develop children's multiple intelligences

Picture books have unique representation and carrier modes, which can promote the development of children's multiple intelligences. The study found that Picture Book reading activities cannot only enhance children's visual space intelligence and speech-language intelligence, develop logical-mathematical intelligence, communication intelligence, a self-aware intelligence, and natural observation intelligence, but also promote the development of extension intelligence such as body movement intelligence and music rhythm intelligence. The multiple values of the English Picture Book reading activities in the classroom are as follows:



Traditional reading teaching thinks that the purpose of reading is to improve learners' reading ability and language level, so teachers only pay attention to the cultivation of language ability and knowledge acquisition. Children's early reading activities have multiple purposes, the above figure shows that English Picture Book reading activities can improve their knowledge, ability, and literacy. Through reading, young children unconsciously learn the complex knowledge in the stimulating environment, develop various abilities and feel different emotions. From the perspective of implicit learning theory, this kind of unconscious learning effect is better than that of explicit learning. Apart from the two essential elements of language proficiency and knowledge required for reading activities. Besides, the cultivation of children's thinking ability, observation ability, aesthetic ability, imagination and the cultivation of English learning interest, reading habits and morality and character are equally important in reading activities, which accord with the ultimate goal of whole-person education. Therefore, Picture Book reading activities cannot only appear in language classes but also exist in non-linguistic classes.

Especially in the bilingual activities of kindergarten, young children can learn mathematics, science, society and art subject knowledge through the English Picture Book reading activities. Related research. It is found that in children's education, teachers and parents generally believe that children do not like and cannot independently read and understand knowledge Picture Books in the field of discipline, and children should first become independent readers before they can grasp knowledge Picture Books, which leads to very few opportunities for children, especially young children, to have access to knowledge Picture Books. The process of Picture Book reading contains two programs and purposes: help the young children acquire the knowledge of the world, people and things through reading and explore the social experience is the first level of the purpose of the curriculum in the process of providing children with participation in real language events, real listening, speaking, reading and writing is the second level of the curriculum. Subject knowledge picture books have their specific symbol through system in language recognizing these language symbols cannot only enrich the content

and means of children's cognition but also increase the content and methods of children's expression in English to integrate children's language knowledge, cognitive knowledge and social knowledge more effectively.

4. THE SIGNIFICANCE OF THE APPLICATION OF ENGLISH PICTURE BOOKS TO THE IMPROVEMENT OF CHILDREN'S ABILITY

For children, pictures in picture books are extremely attractive, which helps to improve children's imagination and thinking ability. Simple words in Picture Books can improve children's language expression ability.

4.1 Stimulating Children's Imagination

Children's Picture Book reading is very important for the development of children in the process of reading children's Picture Book reading, children's imagination, thinking ability, artistic aesthetic ability, emotion, attitude, social and language ability.

Childhood is a period of rapid formation and development of a person's imagination, so in this critical period, we should pay more attention to the development of children's imagination. The Picture Book story runs through all kinds of cultural background, through the text and the picture, a child can understand the different culture both at home and at school. As the story develops, he can also develop rich associations. Reading Picture Books can also be done with children to do a lot of related content of the game and manual so that this creativity and imagination to expand. The pictures in the Picture Book are drawn by professionally trained illustrators, and all the details are reflected color, line, shape, form, spatial relationship and other elements. So good picture books can also bring us two-dimensional and three-dimensional space concepts, not only improve the child ability to observe, but also improve the child aesthetic ability.

4.2 Improving Children's Thinking Ability

As an information carrier with rich and interesting images, to be able to fully understand the content of the Picture Book, children must combine all the information received about the Picture Book (including the text, illustration, role, plot, etc.) in the Picture Book, analyze, transform and combine in the brain, and finally put the scattered information into a self-acknowledged image. In this process, children have to use a series of thinking skills, such as observation, analysis, synthesis, generalization, abstraction, comparison, concretization, systematization and so on, which need to be exercised to be skillfully used, and these abilities are gradually strengthened through long-term Picture Book reading turn, thinking ability is also gradually sound.

4.3 Enhancing Children's Language Proficiency

Language is an important way for human communication, and the development of children's language ability is the key factor for children's all-round development. During the term period, Picture Book reading plays an important role in promoting the development of children's speaking ability. The Picture Book is a kind of children's literature composed of concise and vivid language and exquisite and beautiful painting. A combination of graphic and text reading materials is the most suitable for children to read. Preschool children are in the "picture reading" age, Picture Books to children's visual shock than knowledge effect is more direct, because Picture Books to children's emotion, imagination, sensitivity and the inspiration of aesthetic sense is the source of their success and happiness in the future. Combined with the age characteristics of young children, and try to start with Picture Book reading, let children read happily, to cultivate and improve the language expression ability of young children.

5. PRINCIPLES AND METHODS OF ENGLISH PICTURE BOOKS IN EARLY CHILDHOOD TEACHING

In order to give full play to the role of English Picture Books in teaching, teachers should also follow certain principles in the teaching process to improve children's abilities.

5.1 Principles of Application

By querying a large number of data, we know that children's attention concentration time is limited and easily disturbed, and their autonomous learning ability is weak. Therefore, certain principles should be followed in the teaching process.

It is necessary to maintain a certain interest principle

The attention of children is relatively short, and they are also vulnerable to the interference of external things, which is unstable. Given these characteristics of children, to better attract the attention of children, teachers should design English teaching activities in a variety of ways to maintain preschool children's interest in learning. Teachers can also use wall charts, simple strokes, animation and another modern style of multimedia teaching means, but also can integrate riddles, games, flashcards and other interesting activities to gradually introduce children into the story situation in picture books, to pave the way for the next stage of Picture Book story teaching.

To maintain the principle of repetitive training

The purpose of learning is to use it in real life. In the course of English Picture Book teaching, the teacher can add a variety of storytelling links to the children after telling the story to the children, and put the children's

English language skills into practice, such as role-playing and children's situational drama performance, which are all beneficial to the training of children's oral English skills. From the teacher's storytelling to the children's independent storytelling, this the process is the repetition of the Picture Book story, the learning of English has an interest and repeated practice in the activities, not only increased the self-efficacy of children but also increased the self-confidence of children to learn English.

5.2 Principles of Listening and Speaking

In the initial stage of early childhood English education, listening and expression play an important role. Therefore, teachers should adopt diversified teaching methods to improve children's listening and speaking ability.

Listen to stories in the interaction, cultivate the ability to listen

Listening is an important way to obtain language information, listening is the premise of speaking, it is not only a basic language skills but also an inaccessible language literacy. Students should not only be able to listen, but also form the language habit of listening. Therefore, in the process of teaching, teachers should consciously cultivate students' good habit of listening.

Singing stories in music, enhancing perception

Rap singing is the creative expression of language, it not only retains the transmission function of language but also reflects its unique artistic aesthetic sense. In the teaching of Picture Books, teachers can add the artistic elements of rap and singing based on reading, so that students can better perceive the story and feel the image of picture books in the process of singing. Therefore, teachers can lead students to sing children's songs related to picture books and give new vitality to the story in the form of music.

Tell the story in the task to improve the expression ability in the teaching

Teachers should use the Picture Book story, design some situational teaching tasks, put the sentence pattern practice, dialogue training, writing tasks and so on in the activities derived from the picture book, and encourage the students to take the group as the unit to solve the problem in the process of speaking. In the reading of Picture Book stories, using the form of mind map to help the teaching, the students can quickly understand the general meaning of the story, deepen the impression, and tell the story, thus improving the ability of expression.

5.3 Principles of Writing

Listening and speaking ability is important, but it should also be put into practice. When children have established a certain foundation of English, they should exercise their writing ability properly to provide a higher starting point for the later stage of English learning. Therefore, in early childhood writing teaching, teachers should follow the following principles.

Coherence of topics

Teachers should choose the material of Picture Book reading carefully and design the topic of writing at the same time in order to avoid the disconnect between Picture Book reading and writing. In the Picture Book reading and writing of the text structure, sentence structure, language style, and other aspects should be as consistent as possible, to help students memorize vocabulary, in a large number of real context to acquire language, use language, use language.

Compatibility of goals

In designing the application activities of Picture Book reading in English writing teaching, teachers should pay attention to whether the goals of input and output are consistent, and only when the goals are consistent can Picture Book reading activities better provide a good and referenced writing framework and language support for students' English writing.

Moderate Difficulty

In the application of Picture Book reading in English writing teaching in an early child, teachers should pay special attention to accord with the recent development area of students, only within the scope of students' ability, can stimulate the enthusiasm of students' language expression.

Interaction between teachers and students

Teachers should help students to learn the skills of communicating with teachers and learning partners, improve the ability of information feedback, let students experience the fun in the process of learning English writing, and improve students' cognitive ability, autonomous learning ability, thinking ability, mutual help ability and so on.

6. CONCLUSION

To sum up, the importance of English Picture Books in early childhood English education is self-evident, to improve the quality of early childhood English education in China, the importance of English Picture Book in early childhood English education must be continuously and deeply studied. English Picture Book is helpful to stimulate children's imagination, improve their thinking ability, enhance their language ability, stimulate their interest in English learning, and help them to deepen their memory of English knowledge and develop good English reading habits. Therefore, in the process of carrying out English education for young children, teachers should not forget The English Picture Books, but should actively use the English Picture Books to enlighten young children's education. It is also necessary to create a good English reading environment and English learning atmosphere for young children, scientifically development and effectively guidance young children to carry out he English Picture Book reading activities, promote the development of their

language, observation, thinking and other abilities, and realize the whole-person education.

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