

The Competency Management of Teacher Ability in Rural Kindergarten by Using the Picture Book to Enhance Children's Ability in Guangxi Bobai Rural Are, China

Zining Zhan, Thanawan Sittithai

*Chakrabongse Bhuvanath International Institute for Interdisciplinary Studies, Rajamangala
University of Technology Tawan-Ok, 10400, Thailand*

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Abstract: This study combines qualitative and quantitative research, comprehensively uses literature research method, questionnaire survey method and observation method to study the current situation of picture book reading teaching in Bobai Rural Kindergartens, finds out the problems existing in picture book reading teaching in Rural Kindergartens, and optimizes countermeasures, hoping to help rural kindergartens effectively use picture books to carry out children's education activities and ensure the quality of picture book reading teaching.

1. Introduction

In the guidelines for Kindergarten Education (for Trial Implementation) issued by the Ministry of education in 2001, “Guide children to contact excellent children's literary works, make them feel the richness and beauty of the language, and help children deepen their experience and understanding of the works through a variety of activities. Use books, paintings and other forms to arouse children's interest in books and writing, and cultivate pre reading and pre writing skills”. Children's picture books are a good combination of these two points.

2. Literature Review

Gu Mingyuan (2004)[1] reading ability refers to “a complex psychological feature of children's understanding of the content expressed in reading materials through their eyes, ears and other organs with their existing knowledge and experience.”

Zhang Yiqing (1994)[2] believes that “reading ability is ultimately manifested as reading comprehension. It is an important aspect of Chinese ability, which reflects the combination of multiple skills and factors. Reading ability is a comprehensive ability, including observation ability, memory ability, understanding ability, etc.

Feng Guocai (2001) believes that “the so-called reading ability mainly refers to the comprehensive embodiment of the ability of observation, understanding and expression. It is an ability to extract effective information in reading.”

3. Research Method

This study combines qualitative and quantitative research, and comprehensively uses the methods of literature research, questionnaire survey and observation to study the current situation of picture book reading teaching in Rural Kindergartens.

4. Result Analysis

4.1 Validity Analysis

Table 1 Kmo and Bartlett Test

KMO Sampling suitability quantity		0.877
Bartlett sphericity test	Approximate chi square	1654.861
	Freedom	136
	Significance	.000

As can be seen from the above table: kmo value of the scale data is 0.877, Bartlett's spherical test approximation card is 1654.861, P value is less than 0.001, indicating that the questionnaire is suitable for factor analysis.

4.2 Factor Analysis

Table 2 Exploratory Factor Analysis

	Component					Commonality
	1	2	3	4	5	
Q3 2	0.795					0.603
Q3 5	0.766					0.757
Q3 1	0.751					0.772
Q3 4	0.662					0.683
Q3 3	0.628					0.635
Q2 3		0.851				0.720
Q2 2		0.802				0.597
Q2 1		0.682				0.692
Q3 7			0.773			0.563
Q3 8			0.746			0.532
Q3 6			0.696			0.682
Q2 6				0.807		0.564
Q2 4				0.780		0.698
Q2 5				0.689		0.651
Q3 11					0.794	0.700
Q3 9					0.729	0.575
Q3 10					0.691	0.689
Characteristic value	5.671	1.694	1.523	1.197	1.030	-
Variance contribution rate%	16.974	12.814	12.313	12.215	11.064	-
Cumulative contribution rate%	16.974	29.788	42.101	54.316	65.380	-

It can be seen from the above table that five common factors were extracted by exploratory factor analysis, and the extracted five common factors can explain 65.380% of the variation, indicating that the five common factors extracted in this study can effectively explain the 17 topics of the scale and reduce the dimension;

Factor 1 is reading habits;

Factor 2 is picture book cognition;

Factor 3 is reading comprehension;

Factor 4 is the use of picture books;
 Factor 5 is the expression and evaluation of reading content.

4.3 Correlation Analysis

Table 3 Correlation Analysis

	Picture Book Cognition	Picture book application	Reading habits	Reading comprehension	Expression and evaluation of reading content	Reading skills
Picture Book Cognition	1					
Picture book application	0.322**	1				
Reading habits	0.419**	0.378**	1			
Reading comprehension	0.418**	0.486**	0.387**	1		
Expression and evaluation of reading content	0.389**	0.391**	0.370**	0.403**	1	
Reading skills	0.529**	0.531**	0.845**	0.729**	0.709**	1

**P<0.01, *P<0.05

It can be seen from the above table that picture book cognition ($r = 0.529$, $P < 0.001$) and picture book application ($r = 0.529$, $P < 0.001$) are significantly positively correlated with reading skills; Picture Book Cognition ($r = 0.419$, $P < 0.001$) and picture book use ($r = 0.378$, $P < 0.001$) were positively correlated with reading habits; Picture Book Cognition ($r = 0.418$, $P < 0.001$) and picture book application ($r = 0.486$, $P < 0.001$) were positively correlated with reading comprehension; Picture Book Cognition ($r = 0.389$, $P < 0.001$) and picture book application ($r = 0.391$, $P < 0.001$) were positively correlated with the expression and evaluation of reading content.

5. Existing Problems and Causes

5.1 Insufficient Teaching Resources of Picture Books

The survey results show that up to 55.0% of teachers say that the picture book resources in their kindergarten are not sufficient, and 5.3% of teachers say that they have no picture book resources at all, and no teachers think they are very sufficient. It can be seen that the picture book resources of Bobai rural kindergarten are very scarce.

5.2 Teachers' Cognition of Picture Books is not Enough

The survey shows that some teachers in Rural Kindergartens in Bobai have a basic understanding of picture books, but they lack an in-depth and comprehensive understanding. The most obvious problem is the difference between picture books and ordinary picture books. The understanding of the difference between the two remains at a shallow level, such as few picture books, different production feel, strong picture color, etc. 64% of the teachers can't tell the difference between the two. In many practical teaching, teachers do not distinguish them. Second, teachers' understanding of picture books stays on the surface.

5.3 The Quality of Picture Book Materials is Low and Lack of in-Depth Mining

In the current teaching of Bobai rural kindergarten, the material quality of picture books is low. When preparing lessons, many teachers often ignore the selection of picture book materials, resulting in the quality of picture book reading materials can not meet the requirements of picture book reading teaching in kindergartens.

5.4 The Teaching with Picture Books is Not Combined with the Reality of Rural Areas

The living environment of rural children is different from that of urban children, and the educational resources and teaching resources they can get are also different. However, the teachers of Bobai rural kindergarten did not pay attention to this difference when using picture books for educational activities, and learned from the experience of urban picture book teaching to a great extent.

6. Proposal

6.1 Attach Importance to the Construction of Teaching Resources of Picture Books in Kindergartens

Rural Kindergartens need to have necessary picture book related teaching resources to improve picture book reading teaching. These resources include picture book resources and preschool education resources. To improve the construction of picture books teaching resources requires the joint efforts of kindergartens, teachers, the government and society.

6.2 Enrich Picture Book Resources

A rich collection of picture books is an important prerequisite for kindergartens to use picture books for early childhood education. (Zhang Li 2018)[1] kindergartens should ensure that the overall number of picture books should be rich. The same picture book should be used in teaching. The picture book used by teachers should be made into a large book so that children can easily watch and understand in class.

6.3 Enrich Preschool Education Resources Related to Picture Books

First, hire experts to guide preschool teachers and provide learning and training opportunities for preschool teachers. Kindergartens should arrange certain funds and regularly invite excellent preschool teachers and relevant experts in the field of picture books to provide on-the-spot guidance to preschool teachers. Second, enrich the teaching and research activities of picture books and build an interactive communication group of teaching and research.

6.4 Teachers Improve Their Understanding of Picture Books

Picture book is a kind of children's Book Integrating literature and art. It is different from other picture books. (Conan 1994) teachers need to learn picture books and relevant theoretical knowledge of teaching through self-study, participation in teaching and research activities and training, clarify what picture books are, and improve their understanding of picture books, so as to have the foundation to make full use of picture books to improve children's reading skills.

References

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