

The Problems Existing in the Teaching of English Picture Books in Primary Schools and Their Solutions

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Abstract: This paper aims to deeply study the problems existing in primary school English picture book teaching, and put forward corresponding solutions to improve the quality and effect of teaching. With the increasing importance of English in the world, English picture book teaching in primary schools has become an important means to cultivate students' language ability and cultural awareness. However, picture-book teaching faces many challenges in practice, including the selection of picture-book content, teacher training, student participation and evaluation methods. By taking a comprehensive look at these issues, the article provides solutions designed to help education practitioners better address these challenges.

1. Introduction

With the development of globalization, English is becoming more and more important as an international language. Therefore, in primary education, English education plays a key role. As an interesting and inspiring educational tool, picture books are widely used in English teaching in primary schools. Although picture books have great potential in teaching, they also face some problems and challenges in practice.

2. Selection of picture books

2.1 Suitability of picture book content

In the teaching of English picture books in primary schools, the content suitability of picture books is a crucial issue. Choosing the right picture book content can greatly affect students' learning experience and language development. On the one hand, the content of picture books should be consistent with the age and language level of students. If the content of the picture book is too complex or contains a lot of unfamiliar words, students may feel frustrated and unable to understand, thus reducing their interest in learning. On the contrary, if the content of the picture book is too simple, students may feel boring, because they cannot get new knowledge or challenge from it.

The content of picture books should have a certain cultural diversity to reflect students with different cultural backgrounds. This helps to broaden students' horizons and increase their cultural understanding, while also helping to increase their cultural sensitivity. However, care needs to be taken to ensure that the cultural elements of the selected picture book do not cause

misunderstanding or conflict to avoid unnecessary distress^[1].

2.2 Selection of picture book difficulty

The difficulty selection of picture books involves challenging students at the right level to promote their language development. Too simple picture books may not stimulate students' interest in learning, because they can easily understand the content and have no need to learn. Conversely, overly complex picture books may frustrate students because they cannot understand or process the language and plot in them^[2].

Teachers need to choose picture books carefully and ensure that the difficulty of picture books matches the language level of students. This requires teachers to have a deep understanding of the students' language abilities and provide picture book options of different difficulty levels as needed. This way, every student can find challenge and pleasure in a picture book that is appropriate for their level, without feeling left out or out of place^[3].

The selection of the suitability and difficulty of picture book content is a crucial issue in primary school English picture book teaching. The right choice can stimulate students' interest in learning and promote their language development, while the wrong choice may cause students to lose interest or become frustrated. Teachers should fully consider the age, language level and cultural background of students when selecting picture books to ensure that they get the maximum educational value^[4].

3. Teacher role and training

3.1 Teacher's role in picture book teaching

In primary school English picture book teaching, the role of teachers is very important. Teachers are no longer just imparted knowledge, but also the guide and facilitator of learning. They should play multiple roles to ensure the success of picture book teaching. On the one hand, teachers should play the role of mentors. They need to guide students to understand the storylines, characters and themes in picture books, and help students build their understanding and use of the English language. This requires teachers to have a deep reading comprehension ability of picture books in order to interpret and convey the connotation of stories. On the other hand, teachers should also act as evaluators. They need to regularly assess students' English reading and speaking skills to ensure learning progress and adjust teaching strategies based on the assessment results. This assessment is not limited to exams, but also includes observations in class, students' oral expressions, and written assignments^[5].

Teachers also need to play a role in stimulating students' interest in picture book teaching. Picture books are characterized by vividness and fun, and teachers can stimulate students' interest in learning through vivid teaching methods, interaction and creative activities. This requires teachers to have some knowledge of educational psychology in order to better understand the needs and interests of students in order to develop teaching plans that engage students.

Teachers should also play the role of resource managers. They need to select appropriate picture books and prepare relevant textbooks and resources to support classroom teaching. This includes choosing a picture book appropriate for the student's age and English level, as well as preparing activities and tasks related to the picture book. Teachers also need to manage class time to ensure that picture book instruction is completed within the time allotted so as not to interfere with the rest of the lesson^[6].

3.2 Necessity of teacher training

In order to be competent for the multiple teacher roles mentioned above, teacher training is particularly necessary in primary school English picture book teaching. On the one hand, teachers need to receive special picture book education training to improve their reading and interpretation skills. This training can include participation in seminars, courses, or research groups to share best practices and experiences with other education practitioners. Teachers can also improve their picture book reading skills through online courses and resources to better meet the needs of students. Teacher training should also focus on educational psychology and classroom management. Teachers need to understand the psychological needs of students in order to better stimulate their interest in learning. In addition, they need to master classroom management skills to ensure the effective conduct of picture-book instruction. This includes learning to manage students' motivation to learn, as well as dealing with problems and challenges that may arise. Another important aspect is that teacher training should focus on the training of assessment methods. Teachers need to learn to develop effective assessment strategies to better understand students' academic performance and needs. This training can help teachers design appropriate tests, exams, and assessment tools to better guide student learning.

Teacher training is crucial to the success of English picture book teaching in primary schools. It can help teachers improve picture book reading ability, educational psychology knowledge and classroom management skills, so as to better meet the needs of students and improve the teaching effect. Schools and educational institutions should actively support and provide relevant training to enhance the professional quality of teachers.

4. Student participation and motivation

4.1 Active participation of students

The active participation of students is a crucial aspect in the teaching of English picture books in primary schools. In the classroom, students' active participation can not only improve their learning results, but also enhance their English language skills and communication skills. In practice, many students may have problems with low participation. This may be due to a number of factors, such as differences in students' personalities, the difficulty of the course content, and students' interests.

To solve this problem, teachers can employ a variety of strategies to motivate students' active participation. On the one hand, teachers can create a classroom environment that is friendly and encourages expression. This will make students feel comfortable and more motivated to actively participate in discussions and activities. On the other hand, teachers can adopt a variety of teaching methods, including group discussions, role playing, games, etc., to attract the interest of different students. Such a diversified teaching method helps to meet the needs of different students and enhance their interest in learning. Finally, teachers can encourage students to share their personal views and experiences to enhance their self-confidence. This can be done by asking open-ended questions and encouraging students to share their views and experiences. Through the comprehensive application of these strategies, students' active participation can be effectively improved, thus enhancing their learning effect in primary school English picture book teaching.

4.2 Cultivation of students' learning motivation

Students' motivation plays a key role in English picture book teaching in primary schools. Stimulate students' enthusiasm and interest in learning, and help them better understand and master English knowledge. However, students' motivation to learn may be influenced by a variety of

factors, including external rewards, intrinsic interests, and self-efficacy. In order to cultivate students' learning motivation, teachers can adopt a series of strategies. On the one hand, teachers can help students set up clear learning goals. This can be achieved by clearly articulating curriculum objectives and helping students set personal learning goals. On the other hand, teachers can motivate students through the reward system. This includes rewarding students who perform well and encouraging them to continue their efforts. Teachers need to ensure that the rewards are not just external, but also emphasize the fun and intrinsic rewards of learning itself. Teachers can encourage students to find the joy of success in the learning process to improve their learning motivation. This can be done by sharing success stories and highlighting personal achievements and progress. Teachers can create a supportive learning environment that encourages students to collaborate and share with each other. Such collaboration can enhance students' motivation to learn as they feel part of a team with a sense of responsibility and involvement^[7].

5. Deficiencies in evaluation methods

5.1 Limitations of evaluation methods

In the teaching of English picture books in primary schools, the inadequacy of assessment methods is a significant problem. Traditional assessment methods, such as written and spoken tests, are often difficult to fully assess students' actual performance in picture-book instruction. These methods may rely too much on grammar and word memorization and neglect the actual use and understanding of the language. The regular nature of traditional assessment methods can also lead to students' anxiety about learning rather than positive motivation to learn. The deficiency of evaluation method is also manifested in the single evaluation content. The goal of picture book teaching is not only the mastery of language knowledge, but also the understanding of the story plot, the emotions of the characters and the cultural background. It is difficult for traditional evaluation methods to cover these aspects, resulting in incomplete evaluation. The deficiency of assessment methods may affect students' overall cognition and language development of picture book teaching^[8].

5.2 New evaluation strategy

In order to cope with the deficiency of assessment methods, we need to explore new assessment strategies to better reflect the comprehensive ability of students in the teaching of English picture books in primary schools. Here are some possible new assessment strategies: On the one hand, a comprehensive assessment approach could be introduced to assess students' language skills, reading comprehension, and cultural awareness. For example, a comprehensive project could be designed that asks students to use dialogue and plots from picture books to create a short story that demonstrates their understanding and creativity. This kind of project can better measure students' language application ability and deep understanding of picture book content. On the other hand, the continuous assessment method can replace the traditional regular examination to reduce the anxiety of students and improve the motivation of learning. Teachers can regularly assess student progress through daily classroom observations, student engagement, and the quality of assignments. Such an assessment method can better reflect the true level of students and promote their active learning.

The use of multimedia and technical tools for evaluation is also a new strategy. Students can demonstrate their learning by creating digital storybooks, recording oral presentations, or creating multimedia presentations. This form of assessment is not only more engaging, it can also better demonstrate a student's creativity and overall performance. Self-assessment and peer assessment can be introduced to help students actively participate in the assessment process. Students can

assess their own performance and assess each other's peers to develop their self-awareness and teamwork skills. This approach can improve students' motivation to learn and make them more actively participate in picture book teaching.

The new assessment strategy should more comprehensively reflect the ability and understanding of students in the teaching of English picture books in primary schools, reduce the pressure of assessment, and promote the active participation of students. These strategies need to be adapted and improved according to educational practice to ensure that they are relevant to the actual needs of English picture book teaching in primary schools. By adopting new assessment methods, we can better support students' language development and improve the quality and effectiveness of picture book teaching.

6. Utilization of resources and technology

6.1 Acquisition of picture-book teaching resources

In primary school English picture book teaching, it is very important to obtain appropriate teaching resources. These resources include picture books, teaching materials, multimedia materials, etc., which can provide support and richness to teaching. Access to resources may face some challenges. To address these issues, educators can employ a variety of strategies. On the one hand, it is a wise practice to build a picture book resource library for schools or educational institutions. This resource can include printed picture books, ebooks, lesson plans, worksheets, and other related materials. Cooperation and sharing of resources is also an effective way. Schools can collaborate with other schools or institutions to share picture book resources, thereby expanding the size of the resource base. Teachers can also actively seek out free or open access picture book resources to reduce teaching costs.

In addition to traditional access to resources, it is possible to make full use of network and digital technologies. Online libraries, educational websites, and apps offer a vast array of picture book resources that can be accessed or downloaded online. These resources not only enrich the diversity of picture book selection, but also provide students with a more interactive learning experience. Educators need to ensure that the resources chosen are appropriate for the age and English level of students to ensure teaching effectiveness.

6.2 Application of technology in picture book teaching

Technology plays an important role in modern education, and English picture book teaching in primary schools is no exception. Reasonable application of technology can enhance students' learning interest and interactivity and enhance their language skills. Here are some considerations for the application of technology in picture book teaching. On the one hand, the use of multimedia resources is an effective way. Teachers can use slide, audio, video and other multimedia tools to present picture stories, so that students can understand and absorb knowledge more easily. For example, teachers can create slideshows with picture book images and related vocabulary to lead students to discuss and learn together. Using multimedia resources can also increase students' interest in learning and stimulate their curiosity. On the other hand, online learning platforms and apps can also be used for picture book teaching. Many educational apps and websites offer activities and exercises related to teaching picture books. Students can read picture books, participate in interactive exercises, or share their learning with other students on these platforms. These platforms provide social media and online communities that can be used to encourage students to share their picture book reading experience. Teachers can create dedicated social media groups or forums where students are encouraged to share their comments, feelings, and creations about picture books.

This helps increase student engagement and extends picture-book teaching into the realm of social learning.

7. Conclusion

This paper discusses in detail the problems existing in the teaching of English picture books in primary schools and the possible solutions. Through in-depth analysis of picture book selection, teacher role, student participation, assessment methods and resource utilization, we provide some constructive suggestions for improving picture book teaching in primary schools. These strategies are expected to improve the quality and effectiveness of teaching and provide students with a better English learning experience. It is important to note that these issues and strategies may need to be adapted and tailored to different educational backgrounds and needs to ensure the best educational outcomes. The ultimate goal of this study is to promote the continuous improvement and innovation of English picture book teaching in primary schools to meet the increasingly complex educational needs.

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