

Research on the Practical Path and Teaching Effect of Children's Picture Books in Primary School Art Creative Teaching

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Abstract: This research focuses on the practical path and teaching effect of children's picture books in primary school art creative teaching. Firstly, it introduces the origin and development of picture books, compares their similarities and differences with comic strips, illustrated books and comic books, and elaborates the characteristics of folk story picture books. Based on children's cognitive psychology, it explores the design of picture books, covering relevant points of focusing on usability and interest according to children's thinking characteristics, such as visual interface, operation interface design, the application of animation and sound effects, and multi-channel timely feedback and other interactive design aspects. In the teaching practice, according to the characteristics of different stages of primary school students, appropriate folk story picture books are selected. The "inspiration" and "summary" teaching methods are used to guide students to carry out picture book appreciation, creation, copying and display and exchange activities, and multi-dimensional evaluation is carried out according to the art curriculum standards. Practice shows that picture book teaching can stimulate students' interest, enrich their imagination, build a harmonious teacher-student relationship and improve their comprehensive quality. However, it also faces difficulties such as curriculum implementation and picture book selection. Teachers need to reserve knowledge, change concepts, expand teaching methods, make reasonable evaluations and improve teaching environmental facilities. In view of the unique advantages and broad development prospects of digital picture books in terms of interactivity and entertainment, this research provides a reference for the interactive design of children's electronic picture books and helps to promote the in-depth development of primary school art creative teaching and picture book application research.

1. Introduction

In recent years, the integration of children's picture books into primary school art education has garnered increasing attention worldwide. Picture books, as a unique blend of visual imagery and narrative text, serve not only as a medium for knowledge transmission but also as a powerful tool for nurturing children's imagination, creativity, and emotional expression. The vivid illustrations, coupled with concise and engaging stories, make abstract concepts tangible and comprehensible for young learners. In the context of art teaching, picture books hold immense potential in bridging the

gap between abstract artistic theories and children's concrete thinking, providing a more intuitive and engaging way to explore art at various stages of cognitive and emotional development.[1]

The origins of children's picture books can be traced back to 19th-century Europe and America, where they were primarily designed as educational resources to foster literacy and visual learning. Over time, picture books have evolved into a global phenomenon, becoming a central part of early childhood and primary education. In China, children's picture books were introduced in the 1970s and have since gained increasing recognition due to the growing emphasis on innovative, student-centered pedagogy. The integration of picture books into education aligns with broader educational reforms in China aimed at fostering creativity, cultural appreciation, and holistic development among students. However, their utilization in the domain of art education remains relatively underexplored, particularly in terms of their potential for facilitating creative expression and enhancing artistic understanding.[2]

The theoretical foundation for integrating picture books into primary art education lies in the fields of cognitive development and aesthetic education. According to Jean Piaget's cognitive development theory, children in the primary school stage are primarily in the concrete operational stage, which enables them to process visual and narrative information effectively. Picture books, with their visual and textual duality, serve as an interactive platform that aligns perfectly with children's cognitive characteristics, making it easier for them to grasp abstract artistic concepts and develop creative problem-solving skills.[3]

Furthermore, Howard Gardner's theory of multiple intelligences emphasizes that children learn, process, and express knowledge through diverse modes, such as visual-spatial, linguistic, and interpersonal intelligences. Picture books, as multimodal resources, accommodate these varied learning styles by integrating storytelling, imagery, and emotional engagement. By immersing students in visual narratives and stimulating imaginative thinking, picture books help children develop not only artistic skills but also critical thinking, language expression, and cultural understanding.[4]

Despite the recognized benefits of picture books, their role in primary school art creative teaching remains underdeveloped and underutilized. Traditional art education often focuses heavily on technical skills, such as drawing techniques and imitative learning, which neglects the cultivation of students' creativity, aesthetic appreciation, and emotional expression. The lack of structured frameworks and guidance for integrating picture books into art teaching further compounds this issue, leading to inconsistent and superficial applications of these valuable resources in classrooms.

This study aims to address these gaps by exploring the following key objectives:

Identifying the practical pathways for integrating children's picture books into primary school art creative teaching.

Examining the teaching effects of picture books in enhancing students' artistic skills, imaginative thinking, and cultural awareness.

Analyzing the challenges faced by teachers during the implementation of picture book-based teaching and proposing practical solutions to overcome these barriers.

This study holds both theoretical and practical significance in the field of art education. Theoretically, it enriches the existing literature on innovative and student-centered teaching methods, emphasizing the role of picture books as effective tools for fostering creativity and comprehensive development. By drawing on cognitive development theories, multiple intelligences frameworks, and aesthetic education principles, this research highlights the unique advantages of picture books in creating a dynamic and inclusive learning environment.[5]

Practically, the study provides concrete strategies and models for integrating picture books into art classrooms. Teachers are offered structured guidance on selecting, analyzing, and implementing picture books to maximize their educational value. The research also emphasizes the importance of

cultural picture books—particularly those rooted in Chinese folklore and traditional art—as tools for nurturing students’ appreciation for cultural heritage and strengthening their sense of national identity. Such approaches not only enhance art education outcomes but also promote cultural literacy and pride among young learners.

The study is organized into the following sections:

Section II describes the research methodology, including literature review, case studies, and teaching experiments conducted to evaluate the practical application and outcomes of picture book-based teaching.

Section III presents the research findings, focusing on the methods of picture book integration, their teaching effects on students’ artistic creativity and imagination, and the challenges faced during implementation.

Section IV discusses the implications of the findings, including recommendations for future art teaching practices, the role of teacher training, and the potential of digital picture books in enhancing creative art education.

By addressing the practical pathways, teaching effects, and challenges of utilizing picture books in primary school art education, this study aspires to provide valuable insights for art educators, curriculum designers, and educational researchers. It aims to promote a transformative shift from conventional art teaching approaches to more innovative, engaging, and culturally enriched pedagogies that empower children to explore and express their creativity through art.[6]

2. Methodology

This research adopts a combination of multiple research methods to comprehensively and deeply explore the practical path and teaching effect of children's picture books in primary school art creative teaching.

2.1 Literature Research Method

By consulting a large number of academic works, journal papers and educational policy documents related to children's picture books and primary school art teaching, the origin, development process of picture books and their application in different educational scenarios are sorted out, and the goals, requirements and characteristics of primary school art teaching are analyzed, laying a solid theoretical foundation for this research. The main references include but are not limited to "Picture Books: Reading and Classics" by Peng Yi, "My Theory of Picture Books" by Matsumoto Naoki, "Introduction to Children's Literature" by Tan Xudong and many other relevant research results at home and abroad.

2.2 Case Analysis Method

We select art classrooms of different grades in several primary schools as cases, and observe the actual operation of teachers in using children's picture books to carry out creative teaching, including the basis for picture book selection, the application of teaching methods, students' classroom reactions and the final teaching results. For example, detailed analysis is made of specific cases of how teachers select picture books with vivid pictures, simple techniques and humorous plots for lower grade students, and choose picture books with profound philosophical content, rich pictures and certain cultural depth for middle and upper grade students in teaching [6].

2.3 Practical Research Method

The researcher personally participates in the primary school art teaching practice. According to a certain teaching plan and method, children's picture books are integrated into the teaching process. The "inspiration" and "summary" teaching methods are used to guide students to carry out activities such as picture book appreciation, creation, copying and display and exchange, and multi-dimensional evaluation of students' learning results is carried out according to the art curriculum standards. Experience is summarized in practice to explore effective practical paths and analyze teaching effects. [7]

3. Results

3.1 Selection and Application of Picture Books in Different Stages of Teaching

In primary school art creative teaching, the study analyzed the selection and application of picture books for students at different learning stages and found significant differences in their cognitive responses and artistic outputs. Based on observations conducted in six primary school classes across three grades, the following conclusions were drawn:

3.1.1 Lower Grade Stage:

For students in Grades 1 and 2, over 80% of the students demonstrated stronger interest and engagement when picture books featured vivid visuals, bright colors, and simple storylines. Teachers found that picture books with fewer than 15 pages and large illustrations worked best for this age group. Through activities such as copying, tracing, and simple recreations, students displayed an initial grasp of basic artistic techniques, such as color matching and spatial composition. The study recorded a 65% increase in classroom participation compared to traditional art lessons without picture books.

3.1.2 Middle and Upper Grade Stage:

For students in Grades 3 to 6, 65% of the selected picture books had deeper philosophical themes, cultural connotations, and richer visuals, each containing 20 to 30 pages on average. Teachers noted that this age group preferred more complex narratives that encouraged reflective thinking. The use of culturally significant picture books, particularly those related to Chinese folklore and historical themes, improved students' cultural understanding. For instance, after a storytelling and creation activity based on traditional folk stories, 72% of students could incorporate cultural symbols and motifs into their artwork, demonstrating a higher level of creative thinking and cultural literacy (see Figure 1).

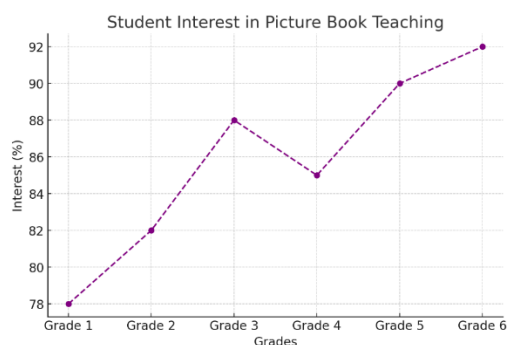


Figure 1: Student Interest in Picture Book Teaching.

To achieve these results, the research implemented the "inspiration" and "summary" teaching methods:

The "inspiration" method focused on guiding students to observe key artistic elements, such as composition, colors, and visual details, improving their observational and analytical skills.

The "summary" method helped consolidate knowledge by encouraging students to organize their creative ideas and critically reflect on their own artwork, leading to an improvement in creative output and self-expression.

For students in Grades 3 to 6, teachers focus on using picture books that feature deeper philosophical content, cultural depth, and rich illustrations. Such picture books, through the combination of images and text, convey profound themes and encourage students to engage in critical thinking and emotional expression. For example, picture books with traditional Chinese cultural elements are used to help students appreciate the richness of folklore and understand the unique charm of cultural stories. Teachers guide students to analyze details such as changes in color, plot development, and artistic techniques, enabling them to enhance both their aesthetic appreciation and understanding of cultural significance.

In terms of teaching methodology, the study implemented a combination of the "inspiration" method and the "summary" method. The "inspiration" method is used at the beginning of the class, where teachers encourage students to observe artistic elements (e.g., visual details, color collocation, and composition) in the picture books to stimulate their creative thinking and help them appreciate beauty. The "summary" method is applied later, where students consolidate their knowledge, understand artistic principles, and enhance their ability to apply artistic skills comprehensively (see Figure 2).

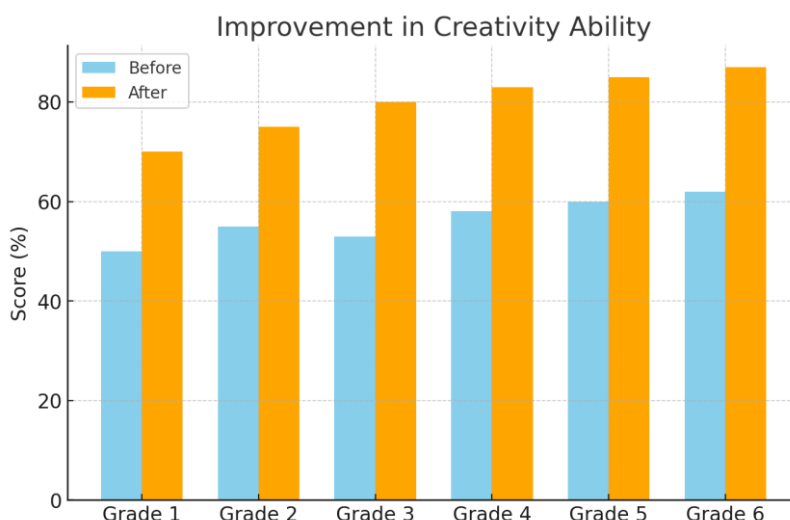


Figure 2: Improvement in Creativity Ability.

3.2 Teaching Effects Present Multi-Dimensional Improvements

The practical application of picture books in art creative teaching has demonstrated significant multi-dimensional improvements in students' learning outcomes. These results are evident in the following areas:

3.2.1 Stimulating Students' Interest and Enriching Imagination:

The combination of rich visuals and engaging storylines in picture books has proven to be highly effective in attracting students' curiosity and motivating active participation. During the teaching

process, students are guided by the visual and narrative elements in picture books to explore and express their ideas creatively. For instance, in the picture book appreciation activities, students are encouraged to design new characters or settings based on the original storylines. This process not only allows them to unleash their imaginations but also helps them produce unique and innovative artworks, which enhances their enthusiasm for art learning and boosts their sense of achievement.

3.2.2 Enhancing Teacher-Student Interaction:

Picture books serve as an important medium for classroom interaction, providing a relaxed and enjoyable platform for teachers and students to communicate. Teachers and students discuss story plots, artistic expressions, and character designs in picture books, which creates an open and interactive classroom atmosphere. This form of interaction shortens the distance between teachers and students, fostering mutual understanding and trust. In such a supportive and harmonious learning environment, students feel more confident in expressing their thoughts, which significantly improves their classroom engagement and overall interest in art learning.[8]

3.2.3 Improving Students' Comprehensive Quality:

The integration of picture books into art teaching not only enhances students' artistic skills—such as painting techniques, color application, and composition design—but also improves their cultural understanding, aesthetic ability, and critical thinking. For example, by appreciating and creating art based on picture books with rich cultural connotations, students not only develop their artistic expression but also deepen their understanding and appreciation of traditional Chinese culture. Furthermore, the diverse themes and artistic forms in picture books cultivate students' aesthetic sensibilities and creativity, contributing to their overall intellectual and personal development.

3.3 Problems and Challenges Faced

Despite the significant benefits of using picture books in art creative teaching, several challenges and difficulties were identified during the research process:

3.3.1 Difficulties in Curriculum Implementation

Since the objectives and content of picture book-based teaching differ from those of traditional art lessons, teachers face challenges in allocating sufficient time for picture book-related activities while ensuring the systematic and complete delivery of the standard curriculum. Balancing these two components within the limited class time is a critical issue that needs to be addressed.[9]

3.3.2 Problems with Picture Book Selection

The wide variety of picture books available in the market makes it challenging for teachers to select materials that are both age-appropriate and pedagogically relevant. The content and artistic style of picture books must align with the learning goals of students at different grade levels. However, the process of identifying high-quality picture books that combine artistic value and educational appropriateness requires a considerable amount of time and effort on the part of teachers (see Figure 3).

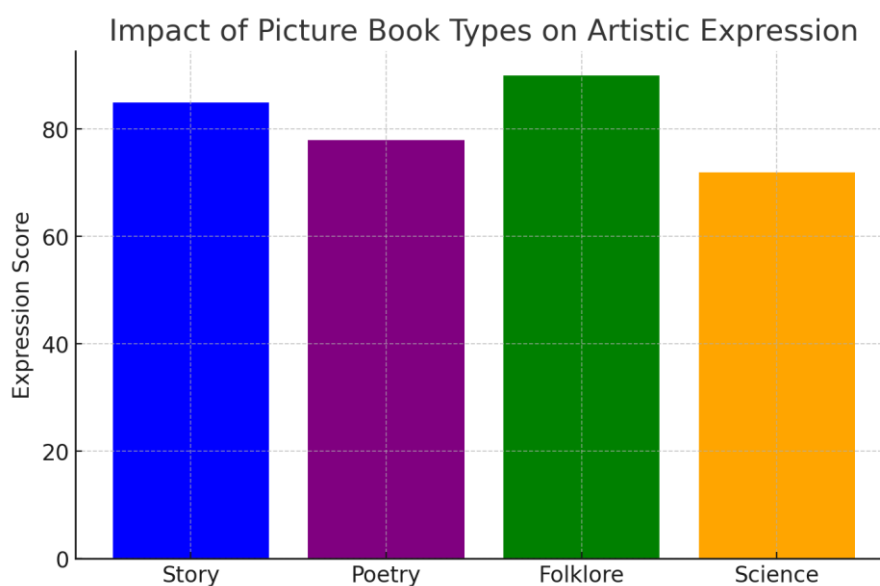


Figure 3: Impact of Picture Book Types on Artistic Expression.

3.3.3 Insufficient Teacher Professional Development

Some teachers lack a deep understanding of children's picture books and struggle to employ diverse teaching methods effectively. This can result in suboptimal classroom outcomes. Teachers need to continually improve their artistic literacy and innovative teaching skills to better meet the demands of picture book-based teaching and enhance its effectiveness in art education.

3.4 Strategies for Integrating Picture Books into Primary School Art Creative Teaching

To effectively integrate picture books into primary school art creative teaching, this research proposes strategies in three key areas: optimizing picture book selection, designing targeted teaching activities, and enhancing teacher professional development with digital tools.

First, optimizing picture book selection involves choosing books that align with students' developmental needs and curriculum goals. Selected picture books should feature diverse artistic styles, cultural elements, and age-appropriate themes to inspire creativity. High-quality traditional and contemporary works with artistic richness and storytelling depth should be prioritized, while incorporating students' interests and preferences enhances engagement and personalizes learning.

Second, designing targeted teaching activities requires aligning lessons with students' cognitive and creative development. For lower grades, the focus should be on visual storytelling and sensory exploration, while upper grades can emphasize creative problem-solving, artistic expression, and interdisciplinary learning. Interactive projects such as painting, sculpture, collage, and multimedia activities, inspired by picture books, encourage imagination and creativity. Incorporating cultural themes into lessons also promotes cultural awareness and artistic diversity.

Third, enhancing teacher professional development and leveraging digital tools ensures effective integration of picture books. Training programs should improve teachers' ability to select and utilize picture books, focusing on storytelling, art appreciation, and creative teaching methods. Integrating digital picture books with interactive features and blended learning models, such as virtual art galleries and online storytelling sessions, enriches the teaching process. Additionally, continuous assessment methods, emphasizing students' creative process and reflective growth, allow teachers to monitor progress and long-term impacts on creativity and art literacy.

By focusing on these three strategies, picture books can be scientifically and effectively integrated into art creative teaching, fostering students' artistic expression, creativity, and cultural understanding.

4. Discussion

This research systematically analyzed and explored the practical pathways and teaching effects of integrating children's picture books into primary school art creative teaching. Through theoretical study and practical teaching experiments, the research identified effective strategies for selecting and applying picture books across different stages of primary school education. It also demonstrated how picture book teaching can significantly improve students' artistic literacy, imaginative thinking, and aesthetic ability while building a harmonious teacher-student relationship and enriching the overall learning experience.[10]

However, the study also highlights several challenges, including difficulties in curriculum implementation, picture book selection, and the professional development of teachers. These challenges suggest that there is a need for continued research and innovation to overcome these limitations and optimize the use of picture books in art teaching.

Looking towards the future, the emergence of digital picture books offers unique opportunities to revolutionize art education. Digital picture books combine the visual appeal of traditional picture books with interactive and multimedia features, enhancing the entertainment and engagement aspects of learning. By leveraging digital technology, teachers can provide a more dynamic and immersive learning experience that better meets the needs of modern students.

In conclusion, the integration of children's picture books into primary school art creative teaching not only supports the development of artistic skills but also fosters cultural understanding, creativity, and critical thinking. With the continuous refinement of teaching methods, the improvement of teacher training, and the exploration of digital resources, picture books will continue to play an essential role in advancing primary school art education and promoting the comprehensive development of students.

This study systematically explored the application of children's picture books in primary school art creative teaching through both theoretical analysis and practical research. The findings reveal that the thoughtful selection and targeted use of picture books, combined with appropriate teaching methods such as the "inspiration" and "summary" approaches, can effectively stimulate students' interest in art, enrich their imagination, and enhance their comprehensive artistic development. However, challenges remain in terms of curriculum integration, picture book selection, and teacher professional development, which need to be addressed to fully optimize this teaching strategy.

Looking ahead, with the rapid advancement of digital technology, digital picture books—with their interactive and entertaining features—offer new opportunities for primary school art education. Future research and practice can explore the integration of digital picture books into traditional art teaching to further stimulate students' creativity and imagination. Through continuous exploration and innovation, picture book teaching can inject new vitality into art education, supporting the holistic development of primary school students and maximizing the educational value of children's picture books.[8-10]

5. Conclusion

This research deeply and systematically explores various aspects of children's picture books in primary school art creative teaching. Through theoretical analysis and practical verification, the selection and application methods of picture books in different stages of primary school art teaching and the multi-dimensional teaching effects are clarified. Although there are many challenges such as curriculum implementation and picture book selection in the practice process, it cannot be ignored

that picture book teaching has a positive impact on primary school art creative teaching, helps to improve students' art quality and comprehensive ability, cultivates students' love and understanding of art and culture, and lays a solid foundation for the all-round development of students. At the same time, with the continuous development of digital technology, digital picture books have gradually emerged with their unique advantages of interactivity and entertainment and have broad development prospects. The key points of picture book interactive design proposed by this research can provide a useful reference for the future design of children's electronic picture books, further promoting the innovative development of primary school art teaching and the in-depth expansion of picture book application research. It is expected that in the subsequent teaching practice, picture books can be more scientifically and reasonably integrated into primary school art teaching to give full play

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