

Practice and Reflection on Integrated Teaching of Picture Books and Main Textbooks in Primary School English

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Abstract: In the teaching of English subjects in primary schools, picture books are the eyes and expansion of relatively small contents. The combination of English picture books and teaching materials can effectively innovate the teaching methods of English education, better adapt to the rules of students' language knowledge, fully stimulate students' interest in English learning, and enable students to feel the happiness brought by English learning. It plays an important role in promoting the reform of English teaching. In order to better explore the methods and strategies of integrated teaching of picture books and main textbooks in primary school English, this study will conduct in-depth and detailed analysis on the significance and existing problems of integrated teaching of picture books and main textbooks in primary school English, and explore how to effectively integrate picture books and textbooks in combination with teaching examples in primary school English. In order to promote students' language ability, thinking quality and other aspects of the core quality of English.

Keywords: Primary School English; Picture Books; Teaching Materials; Fuse; Practice.

1. Introduction

As a comprehensive subject, English teaching needs to take into account various aspects of knowledge such as memory, reading, writing and listening. How to help students master relevant knowledge smoothly and achieve better growth and development of themselves is the focus and difficulty of English teaching in primary schools. Picture books refer to storybooks with distinct themes, brief content, simple plots and pictures. Picture books are mainly for children, and their orientation is based on children's cognitive development level and actual needs. In primary school English teaching, the organic integration of picture books and textbook content guides students to conduct in-depth and systematic learning in combination with pictures, characters, scenes and storylines in English picture books, which can help students better understand the connotation of picture books and straighten out the knowledge of textbooks. At the same time, it also plays an important role in improving students' imagination ability, innovation and creativity. It is one of the effective means of English teaching reform and innovation in the new era.

2. The Significance of Integrated Teaching of Picture Books and Textbooks in Primary School English

In the new era, the role of English is becoming increasingly prominent, and the application of English in real life is becoming more and more frequent. Doing a good job in English teaching in primary school can stimulate students' interest in English learning and make students fully feel the happiness brought by English learning, which can provide more possibilities for students' future English learning. English picture books are a kind of auxiliary materials for English teachers' teaching and students' learning. Compared with standardized teaching materials, picture books have

more diversified themes and features such as life, education and vividness. Interesting pictures and stories in picture books can better attract students' attention, immerse them in learning activities, and better perceive learning content. Improve the learning ability of primary school students and enrich their English knowledge reserve. In primary school English teaching, the organic integration of English picture books and teaching materials can effectively associate the knowledge of teaching materials with specific topics in picture books to form a systematic knowledge structure, which has a positive effect on the improvement of students' English learning level and comprehensive ability. On the one hand, the organic integration of primary school English picture books and textbooks can better enrich the content and form of classroom teaching and highlight the important and difficult knowledge of textbooks. In this case, teachers can not only train students' oral English expression ability in combination with the thematic content of the unit, but also improve students' ability to read pictures, understand, imagine and apply knowledge, so as to help students better develop their core English qualities. On the other hand, the organic integration of primary school English picture books and teaching materials can increase the interest of classroom teaching and make them more interested in English learning. In the process of exploring the plot of English picture books, middle school students' pleasure in learning will be greatly enhanced and they will be able to grasp the English knowledge more firmly.

3. Problems in the Integration of Picture Books and Textbooks in Primary School English Teaching

3.1. The Selection of English Picture Books is not Scientific and Reasonable

The main purpose of using English picture books in primary school English teaching is to supplement the teaching content, help students better understand the English knowledge, and help students improve their English literacy.

Some teachers do not have a deep understanding of the role and value of English picture books. During the implementation of education and teaching work, they habitually carry out all kinds of teaching work dominated by textbooks, and their understanding and cognition of picture books are limited. When selecting picture books, teachers did not conduct in-depth assessment and analysis of students' learning situation, leading to blind and random problems. For example, the content of picture books selected by some teachers was too simple; Some teachers choose picture books that do not match the teaching content, which will affect the learning effect of students. Students cannot truly feel the interest of picture books, and their learning enthusiasm cannot be effectively stimulated.

3.2. Lack of Depth in English Picture Book Reading Guidance for Students

English picture books have diverse subject matter types, which are usually presented in the form of pictures and pictures, which are highly attractive to primary school students. At the same time, the stories selected in picture books often have certain philosophies and implications, and play a unique role in helping students build a correct world outlook, life outlook and values. In the process of integrating English picture books and textbooks in primary schools, teachers need to do a good job in teaching guidance, especially in the reading of students. Although the reading content involved in English picture books and textbooks is relatively simple, it is undeniable that every student's English learning ability is different. Some students have poor learning ability and weak basic English knowledge. The English reading task assigned by the teacher is not well completed. In view of this situation, teachers need to intervene in time and do a good job in teaching guidance to ensure that a series of problems are better solved. However, in fact, due to their lack of understanding of picture books and limited teaching energy, many teachers fail to provide timely guidance or insufficient in-depth guidance when implementing English picture book reading tasks, which restricts the improvement of students' English reading and learning ability.

3.3. Insufficient Emphasis on English Picture Book Teaching

Picture books are a supplement to modern English teaching, which can further broaden students' knowledge and immerse them in English learning activities. So is the integration of picture books and teaching materials. However, in the actual process of teaching integration, many teachers attach little importance to English picture books and fail to truly recognize the value and status of English picture books in teaching. They are accustomed to using traditional infusing teaching methods during teaching and fail to truly grasp the essence of English picture books. As a result, the integration effect of picture books and teaching materials is not ideal, which affects the teaching effect.

4. Strategies for the Integration of Primary School English Picture Books and Teaching Materials

4.1. Break through Phonological Learning with Picture Books

Phonetic teaching is an important part of language teaching.

English is a phonetic script. In the process of teaching English, teachers should deepen students' cognition of pronunciation and help students break through the barrier of phonetic learning. Phonetics teaching in primary school is closely related to vocabulary teaching in textbooks. In the process of learning English vocabulary, we can find that each letter in the word has a corresponding pronunciation, and this pronunciation has a certain regularity. The letter "u" is pronounced the same in words like up, bug, bus, etc. Because phonic-related content appears in the Sound time section of the same textbook, teachers can guide students to conduct phonics exercises with the help of reading textbooks in picture books during teaching. For example, teachers can try to climb the Hungry Hat in the English reading series, and ask students to find the word beginning with the letter "h" in the picture book, and then look for the word beginning with "h" in a unit of the textbook, and try to read it. During the reading, the teacher can guide the students' pronunciation behavior. This can help students master word spelling skills in a short time and feel the happiness of learning.

4.2. Building Vocabulary Teaching Bridge with Picture Books

Vocabulary is the basis of English learning. If students master a small amount of English vocabulary, they will face many difficulties in English reading and other learning activities, and their enthusiasm for learning will be affected and disturbed. Therefore, in the implementation of English teaching activities, teachers also need to pay attention to the implementation of vocabulary teaching. They can build a vocabulary learning environment for students with the help of picture books, so that students can fully feel the interest of vocabulary learning, get rid of the traditional way of rote memorization, and make vocabulary memory more profound.

Take Unit 1, Volume 1, Grade 4, "I like dogs" as an example. The theme of this unit is a discussion about the animals they like. Teachers need to let students talk about an animal they like based on the teaching materials, and realize that animals are good friends of human beings and they should take care of them. In this unit, students will be exposed to a lot of vocabulary about animals. Therefore, teachers can integrate Frank the Rat into their teaching. There are many contents related to animals in this picture book. Students can memorize vocabulary according to the colorful pictures in the reading process, which can improve their learning efficiency and make them feel the fun of English learning.

4.3. Skillfully Apply Picture Books to Broaden Discourse Teaching

Discourse reading is the core of English teaching. Through diversified discourse reading, students can flexibly master the knowledge of words, phrases, sentence patterns and tenses, which can help students analyze English knowledge from the perspective of the whole. The importance of discourse in English teaching is self-evident, but it is obviously not enough to really do a good job in discourse teaching only based on teaching. The discourse knowledge involved in the textbook is relatively limited, and the theme is not rich and colorful, which will restrict students' understanding and cognition. Therefore, in order to promote discourse teaching better, teachers should actively extend English classroom teaching, try to organically integrate discourse teaching with picture books, guide students to read, and improve their reading interest and comprehension ability.

For example, in the teaching of Unit 5 "Signs" in Volume 1 of sixth grade, the teacher can first guide the students to look at pictures of signs in various public places, read the English on the signs, and learn how to introduce certain rules in English. Before students start reading, teachers can ask students to talk about signs in public places to clear the vocabulary barrier for students to learn the chapters in the textbook. Then, teachers can introduce English picture books about rules, ask students to quickly scan the content of the picture books, find out the new words and guess their meanings, sum up the word guessing skills they need to master in learning a new chapter, carry out cooperative reading, discuss the problems, draw a mind map of the chapter, so as to understand the general idea of the chapter and summarize the central idea of the chapter. Finally, teachers can present some uncivilized behaviors on campus in the courseware, arouse students' thinking, let students put forward their own opinions, and encourage students to write a proposal in the language they have learned in this class.

4.4. The Flexible Use of Picture Books to Refine English Reading Teaching Methods

At present, the arrangement of primary school English textbooks is quite lively. In order to bring students into the English learning situation better and feel the happiness brought by English knowledge learning, the arrangement of English textbooks usually selects some familiar life topics for teaching, and picture books also contain many contents closely related to life. Therefore, in the process of integrating picture books with teaching materials, the teaching materials will be arranged in a lively way. Teachers can try to sort out the teaching materials and picture books, find out the relevant theme content, and then create a scene with the help of English picture books, so that students can mobilize their knowledge to explore deeply, and get ready for later reading learning. For example, when sorting out the primary school English textbooks, the author found that the topics involved in picture books are all presented in the textbooks, and their specific circumstances are shown in Table 1 below.

Table 1. Matching table between English picture books and teaching materials

English picture book	Corresponding textbook content	match
Mimi the Superhero	Unit 3 "Is this your pencil?"	stationery
Hide and seek	Unit 4 "Where's the bird?"	orientation
A Quiet House	Unit 5 "Our new home"	Family life (where)
Day and Night in the Desert	Unit 3 "My day"	Daily activities
Zob at School	Unit 2 "A new student"	School facilities
A Crocodile Mother	Unit 3 "Our animal friends"	Action (use of can)
Let It Rain	Unit 2 "What a day!"	weather
Frogs in the Pool	Unit 5 "A party"	Activity plan (use of "be going to")

By sorting out the teaching materials, students can better grasp the correlation between picture books and English

teaching materials, help students find the key points of learning, and effectively improve students' independent learning and exploration ability.

5. Conclusion

To sum up, the organic integration of picture books and textbooks in primary schools can further enrich the content of English teaching knowledge, fully demonstrate the role and value of picture books and textbooks, sublimate the content of teaching topics, broaden students' English learning vision, encourage them to develop good English learning habits, make students really fall in love with English reading, and improve their comprehensive English literacy. Of course, in order to organically integrate English picture books with primary school English textbooks, teachers also need to do a good job in the selection of picture books, and constantly innovate classroom teaching models and methods, so as to better integrate the two together, so that students can actively explore English knowledge, feel the charm of English learning, and truly apply what they have learned.

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