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The Application and Research of Picture Book Teaching in International Chinese Language Teaching

Lingling Dai

Xi'an Shiyou University, China

Abstract: This study explores the application and research of picture book teaching in international Chinese language teaching. Through in-depth analysis of the theoretical basis and practical experience of picture book teaching, this article proposes an international Chinese language teaching method that combines picture books and context. This method helps improve learners' language skills, reading ability, and cultural literacy, while enhancing their learning interest and motivation.

Keywords: Picture Book Teaching; International Chinese Language Teaching; Improve the Effect of Chinese Learning.

1. Introduction

With the acceleration of globalization and the continuous rise of Chinese language fever, international Chinese language teaching has become an important topic in the field of global language education. However, traditional international Chinese language teaching methods often focus too much on vocabulary and grammar explanations, neglecting the cultural background and practical application of the language. In order to solve this problem, this study proposes an international Chinese language teaching method based on picture book teaching.

Picture book teaching is a teaching method that combines pictures and text. It emphasizes stimulating learners' interest and motivation through vivid and interesting pictures and stories, and improving their reading and language skills. The theoretical basis of picture book teaching mainly includes cognitive psychology, linguistics, and education.

In terms of cognitive psychology, picture book teaching conforms to children's cognitive characteristics and learning patterns. Children tend to prefer learning and memorizing through intuitive images, and the pictures and text in picture books convey information and knowledge through intuitive images.

In linguistics, picture book teaching helps improve learners' reading and language expression abilities. By reading the stories and pictures in picture books, learners can naturally come into contact with and understand the target language, thereby improving their language perception and expression abilities.

In terms of pedagogy, picture book teaching embodies the student-centered teaching philosophy. It focuses on the individual differences and needs of learners, and encourages learners to acquire knowledge and skills through self-learning and cooperative learning.

2. The Advantages of Picture Book Teaching in Language Teaching

The language in picture books is usually very vivid and can stimulate learners' interest in learning, improving their reading ability and language expression ability. Picture books are rich and diverse in content, including various themes and genres, allowing learners to be exposed to different cultures and values, broadening their horizons and knowledge. Picture book teaching can cultivate learners' imagination and creativity. Through thinking activities such as observation, imagination, analysis, and reasoning, learners can improve their innovative thinking and problem-solving abilities. The situations and scenes in picture books are often similar to real life, allowing learners to combine the target language with actual situations, better mastering the usage and meaning of the language. Through picture book teaching, learners can be exposed to the backgrounds and values of different countries and cultures, enhancing their cultural awareness and cross-cultural communication skills. Picture book teaching can cultivate learners' independent reading and self-learning abilities. Learners can obtain knowledge and skills through independent reading and learning, improving their learning effectiveness.

In summary, picture book teaching has many advantages in language learning. It can increase learners' interest and motivation in learning, improve their reading ability and language expression ability, cultivate imagination and creativity, promote the combination of language and context, enhance cultural awareness and cross-cultural communication skills, and cultivate independent reading and self-learning abilities.

3. Research on Methods to Promote the Combination of Language and Context in Picture Book Teaching

Utilizing multimedia resources: In picture book teaching, multimedia resources such as movies, TV shows, music, etc. can be used to present the context and language in picture books. Through audio-visual methods, learners can more intuitively understand the context and language in picture books, enhancing their understanding and perception of the target language.

Role-playing: In picture book teaching, learners can be arranged to perform role-playing, simulating the context and dialogue in picture books. Through role-playing, learners can personally experience the context and language in picture books, improving their understanding and application abilities of the target language.

Introduction of cultural background: In picture book teaching, the introduction of cultural background can be combined to help learners understand the cultural background and values in picture books. By understanding the cultural

background and values, learners can better understand the language and context in picture books, improving their understanding and application abilities of the target language.

Language practice: In picture book teaching, learners can be arranged to participate in language practice activities such as reading aloud, dialogue, writing, etc. Through language practice, learners can consolidate their understanding and mastery of the language in picture books in actual use, improving their understanding and application abilities of the target language.

Creating contexts: In picture book teaching, teachers can create contexts based on picture book content, allowing learners to learn and use the language in picture books in real-life situations. For example, simulated shop-shopping, restaurant dining, etc. can be used to allow learners to learn and use the language in picture books in real-life situations.

In summary, there are many ways to promote the integration of language and context, including using multimedia resources, role-playing, cultural background introduction, language practice, and creating situations. These methods can help learners better understand and grasp the language and context in picture books, and improve their understanding and ability to use the target language.

4. Innovative Methods of Using Picture Books in International Chinese Language Teaching

Using virtual reality technology: With the development of virtual reality technology, teachers can use it to simulate the situations in picture books, allowing learners to experience the language and situations in the picture books in a realistic way. Through virtual reality technology, learners can have a deeper understanding of the language and situations in picture books, improving their understanding and ability to use the target language.

Interactive picture books: Interactive picture books can provide learners with a deeper understanding of the language and situations in the picture books through interactive methods. For example, clicking on different elements in the picture books can trigger different sound effects, animations, or other effects, allowing learners to experience the situations and language in the picture books more deeply.

Story performance: Story performance is an innovative way for learners to demonstrate their understanding of picture books through performance. Learners can show their understanding of the language and situations in picture books by performing the stories and dialogues in the books, while also enhancing their oral expression and performance skills.

Interdisciplinary integration: Integrating picture book teaching with other disciplines, such as art, science, and history, can create more diverse teaching methods. For example, by combining picture books with art, learners can express their understanding and feelings of picture books through painting, sculpture, and other methods. Alternatively, by combining picture books with science, learners can understand the stories and situations in picture books through exploring scientific experiments.

Reversing the classroom: Reversing the classroom is an innovative teaching method that reverses the traditional classroom teaching model. Learners can preview the picture book materials before class and engage in discussions and interactions during class. Through reversing the classroom, teachers can better understand the learning needs and problems of learners, provide more personalized guidance and feedback, and also promote communication and cooperation among learners.

In summary, there are many innovative ways to promote the integration of language and context in picture book teaching, including the use of virtual reality technology, interactive picture books, story performances, interdisciplinary integration, and reverse classroom. These innovative methods can provide learners with richer and more diverse learning experiences, helping them better understand and grasp the language and context in picture books.

5. The Significant Achievements of Picture Books in International Chinese Teaching

Improve learning interest and motivation: The vivid and interesting pictures and storylines in picture book teaching can attract learners' attention and stimulate their learning interest and motivation. Through interaction with teachers and other learners, learners can better understand and master the target language.

Improve reading ability and language expression ability: Picture book teaching helps to improve learners' reading ability and language expression ability. During the process of reading the stories and pictures in picture books, learners can naturally touch and understand the target language, thereby improving their language perception and expression ability. At the same time, through interaction with teachers and other learners, learners can exercise their oral expression ability and listening comprehension ability.

Enhancing cultural awareness and intercultural communication skills: Picture book teaching can enhance learners' cultural awareness and intercultural communication skills. By learning and understanding the cultural background and practical application scenarios of the target language, learners can better understand and grasp the pragmatic rules and cultural connotations of the target language. At the same time, through interactive communication with learners from different cultural backgrounds, learners can improve their intercultural communication skills.

6. Summary

This study explores the application and research of picture book teaching in international Chinese language teaching. Through in-depth analysis of the theoretical basis and practical experience of picture book teaching, this article proposes an international Chinese language teaching method that combines picture books and context. This method helps improve learners' language skills, reading ability, and cultural literacy while enhancing their learning interest and motivation, providing a new and effective teaching method and idea for international Chinese language teaching.

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