

Research on the Strategy of Cultivating Children's Creative Thinking in Picture Book Teaching

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Abstract: Creativity refers to people's ability to produce new views on things, including breaking through conventional thinking in thought and behavior. Creative thinking is the core of creativity. The United Nations Educational, Scientific and Cultural Organization (UNESCO) stated in 2009 that the mission of education is to cultivate young children full of possibilities. Therefore, to cultivate children with creative thinking, we should follow the nature of children and encourage them to explore and practice. In the 21st century, the cultivation of creativity has become the focus of national and even social attention, and creative thinking is the core and foundation. Therefore, cultivating creative thinking is the key to the development of creativity.

Keywords: Picture Book Teaching; Children; Creative Thinking.

1. Introduction

Early childhood education is critical to shaping the cognitive and emotional growth of young students. In kindergarten education in China, the use of picture books has become an important educational method that contributes to language development, cognitive progress and emotional expression. The use of picture books as a teaching tool is not new in China. In fact, picture books have appeared across China since the Tang Dynasty (AD 618-907) and have been used to teach Confucianism and other traditional Chinese values to young children. In the 20th century, China experienced a cultural Renaissance, and new writers and illustrators entered the scene. Picture books are more child-oriented and often feature stories of modern Chinese life that reflect changing social values. The books have been translated into Chinese and updated with cultural references to suit the local Chinese cultural landscape and traditions. Despite the increasing use of picture books as learning materials in kindergarten classrooms, early childhood education in China still faces many challenges, such as teachers' lack of sufficient knowledge in selecting picture books, limited research on the effectiveness of picture book teaching, and limited access to high-quality picture books. Creative thinking is the main form of creativity. It is a psychological process in which individuals use novel ways to solve problems on the basis of reorganizing existing knowledge and experience to produce valuable products or ideas. It is a mental activity based on the ability of perception, thinking and association, and characterized by fluency, flexibility, uniqueness and delicacy. A large number of studies have shown that 4-5 years old is the key age for the development of children's creative thinking. If children's creative thinking is protected and cultivated at this stage, it will lay a good foundation for the development of their creativity. Picture books are a kind of books that are mainly composed of drawings and accompanied by a small amount of text. It tells stories to children in the form of pictures and pictures, which can comprehensively help children construct a spiritual world and cultivate multiple intelligences. It has been said by historians that human beings have been able to build civilizations beyond any other species on Earth because

they have been able to create in their brains things that do not exist in reality. In the future, when AI has more intelligence than humans, creativity may be the only advantage we have over them. Picture book is a "composite" text that combines "picture" and "text", usually presented by two symbol systems of "image" and "language", and completes the final construction of its imagination space through the interaction between the author and the reader. Modern psychological research shows that 3-8 years old is an important period for the development of a person's reading ability. However, the cultivation of children's creative thinking in the current picture book teaching is not optimistic. These questions require serious consideration and in-depth study.

2. A Review of Research on Children's Innovative Literacy

At present, the research on children's innovation literacy in China is mainly carried out from the aspects of the composition, influencing factors, development rules and training strategies of children's innovation literacy.

2.1. Research on the Composition of Children's Innovative Quality and the Relationship Between its Elements

In view of the composition of children's innovative quality, scholars have different opinions. Liang Xingrong (2001) believes that children's complete innovation quality includes six aspects: innovation motivation, innovative knowledge structure, innovative thinking, innovative practical ability, metacognitive monitoring ability and innovative personality. Zhang Risheng (2005) and other scholars conducted exploration and confirmatory factor analysis on the structure of children's curiosity at the age of 3-6. Through the research, they believed that the structure of children's curiosity included six factors: sensitivity, attention to unknown things, good smell, love to play with, persistent exploration and curious experience, which would help teachers to evaluate children's curiosity more accurately.

2.2. Research on the Development Law of Children's Innovative Quality

Innovation quality will sprout naturally with the birth of infants, and shows a regular development trend with the growth of children's age and the deepening of social understanding. Wu Kangning (2002) pointed out that although children are socially immature, they should still be regarded as independent innovative individuals. For children, independent innovation is a kind of natural nature. In other words, he believes that independent innovation is an innate genetic instinct. Further, children are willing to discover the world through their own attempts, which shows that children have a certain spirit of innovation. Dong Qi (2005) summarized Torrance and colleagues' research on the age characteristics and rules of children's creative thinking development, and praised their research as "the most systematic research in the field of children's creativity so far". Their survey of thousands of primary and secondary school students in several countries (the United States, Germany, Australia, India, etc.) shows that although there are large differences in the level of development of children's creative thinking under different cultural and social conditions, the general trend is the same. They all continue to improve with the growth of young children, but also show a certain volatility, such as a low period of development at the age of 5, 9, 13 and 17 years old. The types of children's creativity and the interaction of gender, personality and culture with age are discussed.

2.3. Research on the Cultivation of Children's Innovative Literacy

Researchers (Feng Xiang and Li Chunyu, 2022) believe that children's innovative literacy can be cultivated by building independent game courses. The researchers (Yang Lijun, Qian Yongzhen, Yu Xianrui, 2013), based on the current situation of the cultivation and development of children's innovative thinking, based on the age characteristics of preschool children, and from the perspective of "edutainment", put forward a new idea that can cultivate 3-6 years old children's innovative thinking through innovative thinking games training. Liang Xingrong (2015) believes that children's innovation is manifested in various aspects such as movement, language, perception, imagination, thinking and personality characteristics. We should pay attention to the development of children's complete innovation quality and cultivate children's innovation quality in a scientific way. Feng Xiang and Li Chunyu extracted the concept of "cultivating autonomy, advocating integration, and ecological harmony" for independent games, constructed an independent game curriculum system from four parts: goals, resources, game methods, and evaluation, set up a rich and interconnected overall education environment, and cultivated children's ability to discover and solve problems, which can scientifically and effectively promote the improvement of children's innovative literacy. So as to achieve deep learning and all-round development of children.

2.4. Research Review and Dynamic Analysis

China's children's picture book industry started late, and at this stage mainly relies on the introduction of foreign and Hong Kong, Macao and Taiwan bestsellers. The author entered "popular science picture books" in the search bar of the knowledge network and retrieved a total of 91 relevant

papers. After further searching the scope accurately, only 5 "popular science picture books for children" were retrieved, and the relevant research content was very few. The project team conducted a search on CNKI with the theme of "Children's innovative literacy" and found a total of 16 relevant papers. Researchers mainly rely on pottery teaching, independent games and other ways to improve children's innovative literacy. It is rarely mentioned that young children can develop innovative literacy through picture books. The author also conducted a search on the theme of "picture books" and "picture books", and found after screening the search results that most researchers conducted research from different disciplines, such as pedagogy, psychology, literature, sociology, publishing and printing. More from the perspective of picture book design to carry out research, combined with the characteristics of related industries, such as stomatology, agriculture, etc., picture book design. Among them, the research on picture book teaching focuses more on the lower grade stage of primary school, and the research on preschool children's picture book teaching is less. Most researchers take picture book teaching as the research object and carry out experimental research on children's ability development. More is based on the teaching problem, put forward the corresponding teaching strategy. This paper discusses how teachers can effectively use picture books to carry out reading teaching.

3. Current Situation Analysis: The Practical Errors of Picture Book Teaching to Cultivate Children's Creativity

3.1. Picture Book Teaching Goal: Orientation Deviation

As the educational value of picture books has been recognized by more and more people, picture books have become one of the main curriculum resources in kindergartens. Both teachers and parents generally agree with the teaching objectives of learning picture books, and picture book teaching activities are endowed with too much knowledge and skill objective functions. However, it neglects to pay attention to children's emotional experience. There is no denying that, Knowledge and skills are the foundation, without which the cultivation of creativity is impossible. However, if we blindly emphasize knowledge and skills while ignoring that picture books should be based on children's happy reading, it will also have a serious impact on the development of children. To experience the happiness of reading and appreciate the art of picture books is the educational goal and important direction of picture book teaching. Adhere to this orientation, children are likely to stimulate imagination and creativity, and deviate from this orientation, picture book teaching may become the teacher's sermon.

3.2. The Selection of Picture Book Teaching Content: Subjective and Arbitrary

Excellent picture books not only reflect the literary, aesthetic and pedagogical ideas of a particular era and society, but also reflect the author's personal feelings, attitudes, values and artistic tastes. In stimulating children's interest in reading; Nourish children's rich emotions; Broaden children's cognitive vision; Edify children's artistic taste, and it is also a

fertile ground to support children's imagination and creativity. Because of the unique value of high-quality picture books, the selection of picture books needs the support of teachers' professional theoretical guidance and artistic experience. However, in the practice of picture book teaching activities, many picture books selected by teachers for children are just random choices out of simple personal likes and dislikes or teaching convenience. I don't think much about the quality of the picture book itself.

3.3. Picture Book Teachers' Young Discourse Power: The Imbalance of Power under the Punishment Mechanism

The stronger the punishment mechanism, the stronger the performance of people, the more unpredictable the human heart, which is a basic proposition and disease of modern society. The picture book teaching activities led by punishment mechanism are no exception, teachers are like directors and actors, in the practice of picture book teaching activities, it is easy to appear "full of the classroom" and "full of questions" two extremes. Some teachers interrupt children's ideas at will, either for the sake of the completeness of their picture books, regardless of children's questions and thinking. "Talk" picture books on their own, while children also sit with teachers to "listen" to picture books. Or in order to highlight the "subject status of children", they can't wait to ask children, so children can only withdraw from the fantasy world constructed by picture books again and again, and they are forced to accept questions. The essence of "Full classroom irrigation" and "Full classroom inquiry" is the surface of the interaction between teachers and children in the activity organization of picture books in teaching; The damage is the precious imagination of children; The core points to the imbalance of teachers' and children's right to speak under the punishment mechanism.

3.4. The Organizational Form of Picture Book Teaching: Homogenization and Unification

With picture books as one of the main curriculum resources in kindergarten. The learning picture book teaching organization form of "reading - understanding - discussion" is also widely adopted by teachers. It is true that this form is conducive to collective teaching, and the dominant position of teachers in teaching has also been highlighted, and it has strong operability. However, with the deepening of people's understanding of early childhood education and picture book teaching, this teaching organization has exposed many drawbacks: First, the "homogenization" and "monogeneity" of picture book teaching organization can not fit the most outstanding unique creativity of picture books; Secondly, it is not conducive to children's establishment of pleasant reading experience, which is contrary to children's learning style which is more inclined to direct experience; Finally, in such a single-dimensional classroom teaching environment, it is difficult to provide soil for imagination to take root and sprout.

4. Practice Path: Strategies for Cultivating Children's Creativity in Picture Book Teaching

4.1. Understand the Unique Value of Picture Books

Reading is the main way for children to perceive and

understand the world. Reading picture books is of great significance to children. Reading picture books can enrich children's imagination and enhance children's aesthetic ability and taste. In the field of "language", preschool education should focus on cultivating children's interest in listening to stories and reading books. After children understand the main content of the story, they can try to guess the development of the story according to the picture, and further understand the emotions expressed by the work. Teachers usually use picture books to carry out picture book reading courses. In fact, when teaching picture books, teachers usually choose story picture books and habit forming picture books, and rarely choose science picture books. Through the interview, it is found that some teachers' understanding of picture books is not accurate and comprehensive enough, including the connotation of picture book teaching. Some teachers think that picture book teaching is only to let children perceive the word symbols, and do not clearly understand that the more important role of reading is the cultivation of children's reading ability, and the cultivation of their concentration, memory and logic ability. A few teachers think that the picture is more important in picture book reading, and ignore the relevance of the text behind it, and understand the picture and text separately. All these lead to teachers not finding the value of science picture books in time, so that the cultivation of children in the field of "science" stays on the surface. Instead of bringing the two together.

Popular science picture books have enlightenment significance for the cultivation of children's innovative thinking, satisfying the characteristics of children like to explore and explore new things. Books usually provide children with some simple and interesting exploration tools to satisfy their curiosity. In different stages of children, the emphasis of science picture book teaching is also different. 3-4 years old should be to cultivate children's curiosity, observation of the hands-on ability; 4-5 years old should mainly cultivate children's self-confidence and creative ability; 5 to 6 years old should focus on developing children's cooperation and problem solving. *Our Body* is a comprehensive science and science 3D children's picture book, which conforms to the scientific law of the depth and quantity of knowledge received by children. From the beginning of life, the birth of the baby, growth changes, muscles, bones, heart and blood and other parts, for children to establish the initial perception of the body. Multiple organs are set up in the book to guide children to explore gradually through interactive forms such as turning, turning, pulling and touching. Open the "turn the page" and open the "teeth" to see the internal structure; Open the "pull page", pull a pull can see the child at different stages of growth; Turning the "turn the page" will show a rich facial expression; Push and pull the "movable paper button" to see the digestion process of food; Touch the "touch page" to feel rough, soft, smooth and other different tactile sensations. From the child's perspective, a combination of pictures and images, open every page children will have a sense of wonder, just like adventure, through reading and learning, children initially know themselves and their body structure, to meet the curiosity. Curiosity is the starting point of innovation. With the help of picture books, children can cultivate their reading interest. In reading, children can give full play to their imagination and guess the development direction of the story, which trains their logical thinking ability to a certain extent, and also exercises their expression ability.

4.2. Select Picture Books from the Perspective of Children

Creative imagination is the basic form of creative thinking, so it is very important to cultivate children's imagination with the help of picture books. When teachers teach picture books, they should first choose the content that is suitable for children's characteristics and has strong story regularity and extensibility. The richness and novelty of the story can constantly stimulate children's creativity and imagination. For example, in the well-known picture book *Guess how much I love You*, through the dialogue between two rabbits, the child understands the love of the mother rabbit for the little rabbit. The story twists and turns, the little rabbit seriously through their own understanding, to express the love of the mother. The art master Dulai's creative thinking enlightenment series of picture books is also a good choice for the cultivation of children's innovative thinking. Through simple lines and three primary colors, a lot of different patterns are depicted, so that some strange imagination ideas have a specific image, children in thinking and observation, with their own unique perception, to express their own ideas. Secondly, teachers must be familiar with the content of picture books. Through careful interpretation of the text, understand every detail of it. If you want to carefully understand the content of the picture book, first of all to read one by one, and then you can read to the child, if you do not enjoy with the child, it is difficult to understand the picture book, through their own reading and perception, through the joint reading to be passed on, you will have a new perception of the picture book, and children read together, you will find that they did not find the rich content when reading. The Russian folklore story "Pulling radishes", at first glance, teaches us the importance of unity by telling the story of people pulling radishes. But upon closer examination, this is not the case. Because we are not thinking from the perspective of the child, in the eyes of the child they think that the turnip is very big, very distinctive. Then I became interested in how to pull radishes. The plot of the story is also very wonderful, reflecting the unique simplicity of the legend story, only to say the main point, the narrative is smooth, there is no repetition and useless description. Plot development using complex clever techniques, each time repeated, the story will move forward, there are some points, with a relaxation, slow rhythm, directly to the climax of the story. These elements are interwoven together in order to achieve one goal - "the turnip has finally been pulled out". The translation of the picture book also has a sense of rhythm and accords with the plot of the story. When teaching picture books, teachers should guide students to appreciate the picture, use the picture content to exercise children's logical thinking ability, inspire children's imagination, let them feel the story hidden behind the picture, so as to deepen the understanding of the content.

4.3. Cultivate Children's Innovative Consciousness with the Help of Games

Game is a unique way of learning for children, for children, the process of the game is to discover many new things, feel many new experiences, know a lot of new knowledge process, children are learning in the game. When he plays with his friends, he can learn about interpersonal communication, fairness and cooperation. Play sand, play water, can understand their characteristics and use; By observing small animals, one can learn the habits of animals; Playing football,

can develop their athletic ability; Building blocks can exercise imagination and finger skills; Playing "house" is to imitate the social life of adults and learn to understand a common interpersonal relationship. Children can quickly find their own role positioning in the game participation, and can initially understand that they are not independent individuals, but participate in activities as a group. This is also an important stage for children to transition from natural person to social person. Preschool education is the starting point of education. In this stage, children's values initially sprout. Teachers should consciously inspire children through educational activities to help them gradually form their initial self-awareness. In the participation of games, children can better self-construct cognitive subjects through imitation and learning. Through a variety of games, such as performance games, role games, regional games, outdoor games, etc., broaden the mode of thinking, but also better understanding of order, rules and other concepts. Games with a strong sense of participation are more conducive to the development of children's innovative thinking. In the role game, children can reasonably express their will and ideas by taking the initiative to play some roles, and form a preliminary "self-awareness". In a safe environment, try to create conditions for children to choose themselves, children can do things according to their own ideas, and teachers can give some encouragement and guidance next to them, so that they can build self-esteem and confidence in the game, and get a sense of achievement. Kindergarten can create different social scenes, such as "supermarket", "restaurant", "hospital" and other real scenes, children in the game not only experience the role and understand the difference between reality and virtual, understand the social division of labor of different professions, has a role in promoting their thinking development. In addition, children can also interpret the scenes in children's songs by way of performance. It is also a good improvement for children's expression skills and imagination. Through outdoor games, children develop a strong character and a spirit of adventure and exploration. All these are beneficial to the development of children's innovative thinking.

4.4. Innovative Teaching Methods to Cultivate Children's Innovative Ability

Traditional classroom teaching is more about teachers telling stories, and children listening and retelling stories, with fewer opportunities for expression. In most cases, it is the teacher's blind output, and the teaching effect is little. In teaching, we should change the traditional teaching method and teach according to the characteristics of picture books. When teaching popular science picture books, teachers can first make suitable teaching AIDS with picture books, screen suitable teaching AIDS in supporting books, and achieve double results with half the effort through experimental operation, performance, painting and other ways.

4.4.1. Cultivate a Spirit of Exploration with Your Hands and Your Mind

The Classic Picture Book of the Friends of Little Science, curated by Naoshi Matsuju, the father of Japanese picture books, is a popular science picture book designed to cultivate children's scientific qualities. In the book, a series of themes are planned around the purpose of "scientific enlightenment": natural observation, mathematical enlightenment, artistic enlightenment, physical play, fun life, etc. By mobilizing children's multiple senses, children are guided to observe nature, develop imagination, understand the world, and

explore nature. Through the combination of games and life, children in the active exploration, ignite the desire to explore the world, get the initial scientific enlightenment. Take the "Small Science Friends - Discover the interesting world" of "Circle" as an example, when teaching, teachers can first let children observe the difference between spiral and circle, by asking: spiral and circle look like a circle, where is the difference between them? Children are free to respond based on their own past experiences. Teachers can guide children to compare the circles and spirals in nature, such as the spiral shell of a snail, the circle of an onion, the spiral mouthparts of a butterfly, the ripples dripping on the water, the rings of a tree, a spider's web, and our fingerprints. Guide children to observe and feel. Children can make a circle, fingerprint pressing pictures, etc., cultivate the spirit of exploration in the hands and minds, and unconsciously know the difference between the circle and the spiral.

4.4.2. Ask and Answer to Stimulate Children's Interest in Reading

When reading picture books with children, they can not only read the content of the book word for word to the child, but also ask the child about the content of the book in the process and have a dialogue with the child. The best way to read picture books is "conversational reading", which involves asking and answering questions. The picture book contains nearly 100 animal-related knowledge points, each of which begins with a very clever question. Teachers can design appropriate questions according to the ideas in the book. For example, when talking about the knowledge that "the giraffe's neck is very flexible", rather than telling the child this knowledge directly, you may want to ask the child: "Can the giraffe turn the hula hoop?" The child will start thinking, "Can a giraffe hula hoop?" Why would it be? / Why not? After the child gives his answer after some thought, we tell him: "A giraffe should be able to spin a hula hoop, because its neck is very flexible, and maybe it can win a hula hoop contest!" Through this question-and-answer method, the child is no longer just a passive listener in the reading, but becomes a participating narrator. A large number of studies have shown that "conversational reading" can greatly mobilize the baby's reading initiative, ensure the child's concentration, but also deepen the child's understanding of the book content, improve the child's thinking ability, language fluency and narrative skills. Moreover, imaginative questions and answers can obviously stimulate children's curiosity and reading interest more than dry questions and answers to ask children "what is this" and "what is that?"

4.4.3. Create a Life Scene to Enhance the Sense of Reading

Because the living environment of animals and humans is very different, children do not have too much close contact with animals in their daily life. Therefore, when learning animal knowledge, they will inevitably encounter some associative difficulties. For example, when telling children about the animals on the grassland, such as lions and giraffes, even if we describe the appearance of the African savannah in detail, the baby is easy to be confused, because we do not live on the grassland! When teaching, teachers can take a unique picture book perspective: cleverly personify animals, bring animals to the baby's daily life scenes, and tell the baby "if the animals live with us, what interesting things will happen." Give the baby a strong sense of inclusion, so that they can easily learn animal knowledge. For example, when telling about African lions, you can guide children to imagine:

Imagine if an African lion left the savannah and lived with us, what interesting things would happen? Guide young children through a strong sense of life experience: children love to picnic with mom and dad, what if you bring an African lion to picnic? What happens if you take a lion past a soda fountain on a hot summer day? Everyone likes to visit with other children, but do lions visit each other? Through a series of questions, guide children to understand the unique habits of African lions.

4.4.4. Make Knowledge Tangible and Easy for Children to Understand

The cultivation of children in the field of "science" is mainly divided into two parts: scientific inquiry and digital cognition. Children can start from the perception of the shape of objects in life, gradually understand the meaning of various numbers in the environment, discover the arrangement of things, and try to solve problems on their own. Preschool mathematics education plays a more advantageous and unique role in developing children's thinking ability than other disciplines. For "weight", "speed", "size" and other more abstract concepts, if only through the form of numerical explanation, children will be more difficult to understand. In teaching, teachers choose many intuitive reference objects in life to make analogy, and concretize the concepts that are not easy to understand. For example, in the picture book "Animal Wonder Country", a lesson on weight is described as follows: "Giant panda babies are very small when they are born, the average weight is only 140 grams." Looking at this line of text, children may not know how heavy it is, but the book then says: "The weight of 3 eggs, looks like a small mouse." When the children hear this, they will immediately understand, wow, the original panda baby was only so small when it was born! The explanation of ostrich speed can be compared to the speed of a car in a city. By choosing things that children see on a daily basis, it is very helpful for them to understand the concept.

5. Conclusion

As a unique form of children's literature, picture books are "the presentation of children's culture" and an important part of children's own world. Children can enter their inner world with the help of picture books. As the first book in children's life, picture books satisfy children's curiosity and open the door to the world. At the same time, it is also a "window" for children to know themselves and the world, and a spiritual place for children to place their emotions. One of the most important functions of picture book reading is to improve children's cognitive level. "Cognition" simply put, it is the process of our brain's processing and recognition of the external world, such as listening, seeing, speaking, smelling, tasting, thinking, writing, which we use our senses to perceive everything around us, all belong to cognition. Children's lives are simple and simple, and their relationships are basically limited to family and friends. However, when they open the picture book, they will find that the contents of the picture book are varied and wonderful: from astronomy to geography, and the common sense of humanity, science, nature and society at all times and at home and abroad will appear in the picture book. It is no exaggeration to say that picture books are like encyclopedias, and children can learn to observe, think, feel and increase cognitive experience in the process of reading. Children can release their emotions in reading picture books to meet the needs of psychological development.

More importantly, it can also promote children's imagination, thinking ability, innovation ability. Picture books are so useful that teachers should make good use of them in the classroom, innovate the use of picture books, and give full play to the maximum functions of picture books.

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