Effective Strategies for Teaching Chinese Picture Book Reading in Primary Schools

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Abstract: *Picture books are books with pictures as the main content. As the name suggests, they are "drawn books", which contain rich situational stories. To allow children to read picture books, understand them, and understand their true intentions while fully relaxed, the teacher should cultivate children's logical thinking, imagination, language skills, predictive reasoning skills, etc. through meaningful questioning and guidance. Therefore, it is urgent to effectively carry out picture book reading education! The interweaving of global trade wars and global value chains is having a profound impact on the global economy and multinational enterprises. Trade war is an important manifestation of economic and trade frictions between countries, involving the imposition and countermeasures of tariffs, trade restrictions and other trade barriers. These measures not only affect the scale and pattern of international trade, but also lead to the reconstruction and adjustment of global value chain, which poses new challenges to the operation strategy and development strategy of multinational enterprises.*

Keywords: picture book reading; Teaching; Effective strategy.

1. INTRODUCTION

Introduction: Picture books are Children's literature works composed of simpler and more vivid language and exquisite and beautiful pictures. Through research, it has been shown that the presentation effect of a mixture of pictures and text in the classroom is much better than that of using text alone. A good picture book, each picture has rich cultural connotations and life significance, and there is a unique narrative relationship between the pictures, jointly expressing the overall artistic conception in the pictures. In cultivating children's reading ability and language expression ability, teachers should take into account the characteristics of elementary school students, Adopting individualized teaching methods, guiding students to read picture books from multiple perspectives and more professionally, making children more interested in reading picture books. The competition in modern technology, represented by information technology, is becoming increasingly fierce. If various fields in China want to achieve healthy and sustainable development, information technology must be integrated into the teaching system as a discipline. Under this demand, high school schools have opened information technology courses. However, there are still certain problems in the actual teaching process. The teaching mode is fixed and single, unable to stimulate students' learning enthusiasm; The curriculum is unreasonable and there is a problem of insufficient class hours. Based on this, in the context of the new era, by continuously improving the teaching concepts of educators, it is bound to lead them towards a better direction of development.

This paper aims to deeply explore the impact of trade wars on global value chains, and focus on the countermeasures adopted by multinational enterprises in this context. Through a comprehensive analysis of the changes in international trade policies, global value chain reconstruction and the response practices of multinational enterprises, the paper seeks to find out how multinational enterprises can effectively respond to the challenges and opportunities brought by the trade war by adjusting production and supply chain, regional diversification and technological innovation under the cloud of trade war.

2. FUN CLASSROOM, CONNECT WITH TH THROUGH PICTURES AND TEXT

To enhance students' perception of image content and enable them to learn knowledge in a relaxed learning atmosphere, we can present the content of images in language or other ways. In this case, teachers can also simulate this situation when teaching elementary school language and lower grade picture book reading, and present the content of images and texts in other forms for students to learn, This is conducive to students' understanding of graphics and text, and is more conducive to the progress of the course. Displaying graphic and textual content in other forms is conducive to making the classroom more interesting and closely linking it with daily life.

For example, when teaching the second grade Chinese textbook "Frog at the Bottom of a Well" in elementary school, teachers can adopt a combination of picture book reading education and traditional teaching methods. There are three pictures in the textbook, and teachers should always pay attention to students' changes. Students should first observe these pictures and ask if they understand the meaning of these pictures. If not, they should guide children to think about the correct meaning on the pictures. Then show the students the first picture, and the children will use their brains to think. From the picture, how big can you see the sky? But how big do you see in reality? What is the reason for this? Let the children understand how to think from a different perspective. Let them think from the perspective of a frog sitting at the bottom of a well, and also let them understand that it is the well that blocks the frog's view, and that the frog only sees a part of the sky. Subsequently, the second picture will be displayed, allowing the children to carefully reflect on the dialogue between the frog and the bird, triggering their thoughts, and then allowing them to express their opinions freely. Ask one or two more children to express their opinions, give encouragement to the children who express their opinions, and finally, the teacher will summarize the lesson "Frog in the Well" to teach us what kind of truth. We cannot look at the limitations of problems like frogs in the well, we need to go out to see a wider world.
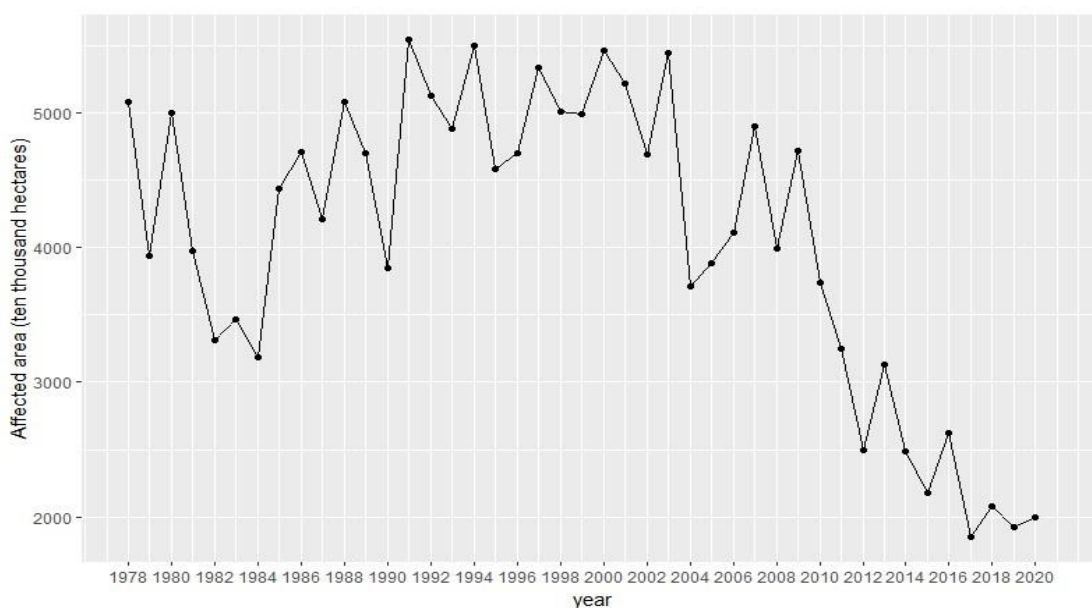

Figure 1: Change in area affected

Primary school Chinese picture book education refers to the need for teachers to clearly and clearly present the content taught today to students in the form of pictures and texts, and enable students to understand the life principles in the pictures and texts. The main function of picture books is reflected in: it is not a formulaic language, but can accompany the needs of children's growth with reason; It's not preaching big principles to you, but it can help children slowly enter thinking; It is not shown like an animation, but can spread around children. In the picture book teaching of primary school Chinese, what the teacher needs to do is to let the students closely link the pictures and texts with the real life, let our children have a strong interest in primary school Chinese, improve their learning ability, let the children have high excitement for learning, have a certain impact on the children's future learning career, let them experience the fun, and understand the truth of life in the future life.

The data in this paper are derived from national data provided by national statistical offices. Table 1 displays the indicator variables utilized in this paper:

Table 1: Variable Introduction Table

Variable name	Practical significance of variables	Variable name	Practical significance of variables
y	Grain production (ten thousand tons)	x	Rural electricity consumption (one hundred million kWh)

x	Area sown with food crops (ten thousand hectares)	x	Fertilizer application (ten thousand tons)
x	Effective irrigated area (ten thousand hectares)	x	Employed in primary sector (ten thousand persons)
x	Total power of agricultural machinery (ten thousand kW)	x	Affected area (ten thousand hectares)

In this paper, we used R software to first standardize the data, with the purpose of eliminating scale effects. Subsequently, a correlation analysis was conducted, and the results are presented in Table 2:

Table 2: Pearson's correlation coefficient table

	y	x	x	x	x	x	x	x
y	1	0.13 (0.414)	0.94*** (0.000)	0.93*** (0.000)	0.93*** (0.000)	0.93*** (0.000)	-0.52*** (0.001)	-0.57*** (0.000)

Note: ***, ** and * denote significance at the 0.1%, 1% and 5% levels, respectively. The p-values are enclosed in parentheses. The same notation applies to the following tables.

As depicted in Table 2, the dependent variable, grain yield, exhibited a significant linear relationship with all variables except for grain sown area. Consequently, the variable of grain sown area was excluded, and the regression was conducted using the more relevant effective irrigated area. The results of this regression analysis are presented in Table 3:

Despite the model having an adjusted R-square of 0.9236 and fitting well, an examination of the regression coefficients in Table 3 reveals that the variance inflation factor (VIF) significantly exceeds 10. Additionally, the coefficients of x do not align with economic interpretation, suggesting a high degree of multicollinearity among the variables. Furthermore, some of the variables failed to pass the significance test. These findings indicate imperfections in the model, and the subsequent section focuses on model improvements.

Firstly, the stepwise regression method is considered, and the variables along with their estimated coefficients that ultimately enter the model are presented in Table 4:

Table 4: Stepwise regression coefficients

Parameter	Estimated parameter	Standard deviation	t-value	Pr(>|t|)	VIF
Intercept	0.0000	0.0429	0.000	1.000	0
x	-0.8703*	0.3262	-2.668	0.011	56.2666
x	1.5870***	0.2853	5.565	0.000	43.0369
x	-0.2394*	0.1033	-2.316	0.027	5.6481
x	-0.2337**	0.0734	-3.184	0.003	2.8470

3. LEAVE ROOM FOR IMAGINATION AND ENHANCE CREATIVITY IN LEARNING TH

In primary school, every child has certain fantasies about things, and their understanding of things is not strong enough. The reasoning they can think of is very simple, and they have a rich imagination for everything. At this time, education has a certain impact on future development, and education during this period is also crucial. So, teachers in this.

The stage of picture book reading education for primary school students can only play its maximum role. However, with the increase of social experience and age, the imagination in childhood will gradually change and no longer have illusions about certain things. With these changes, imagination will gradually decrease, and this phenomenon will hinder students' all-round development and impose certain constraints on their way of thinking, Thinking about problems won't be as arbitrary as when I was a child. In view of this situation, teachers should adopt picture book reading education in the primary school language Educational stage, cultivate students' imagination, retain children's imagination, and prevent this kind of fixed thinking.

For example, when teachers teach the lesson of "Four Suns" in the first grade textbook of the People's Education Press, we can adopt the teaching method of picture book reading. At this point, teachers should allow students to read all the content of "Four Suns" on their own and give them enough time to reflect on the meaning of the content in the text. When students mention "why the sun in summer is green, I think the sun in spring is green". At this point, the teacher should ask the students the question "What color do you think the spring sun should be?" Leave enough time for the students to discuss, and have them group up to discuss this issue and actively speak up. Some students say, "The sun in spring should be red, because flowers bloom all over the mountains and fields in spring." Some students also say, "The sun in spring should be like a rainbow, because spring is the most prone to rainbows." These are just students' imaginations, but after reading carefully, they realize that the sun in spring can be of any color, Because spring is already a colorful season. Only by fully immersing themselves in the discussion can students deepen their understanding of the content of this lesson, understand the ways of thinking of others, and enable them to think from multiple perspectives. Primary education should focus more on cultivating students' imagination and using picture book reading to help students better grasp the content of this lesson. And teachers should guide and expand students' thinking. Moreover, teachers should give praise and affirmation to students' imagination, which can also better enhance their creativity.

4. IDENTIFY KEY POINTS AND PRIORITIZE THEM CLEARLY

In the teaching of picture book reading, it is necessary to increase the understanding of picture books in order to effectively improve students' learning effectiveness. Teachers should guide students in understanding the key content of picture books, and guide students to solve any problems they have. Teachers should ask students to convert pictures and text into text descriptions, in order to accelerate students' understanding. Before conducting teaching activities, teachers should become familiar with picture books and be able to understand them from multiple perspectives. In teaching activities, it is important to have good interaction with classmates. Always pay attention to students' understanding of picture books. And within the limited classroom time, one can understand the key points of the picture book, express their own opinions and summarize through the key points of the picture book. Through the transformation of picture books, understand the principles of life and apply them to one's own life. In the context of the new era, the rapid development and widespread application of modern information technology have brought new opportunities and possibilities for innovative development in various fields. Especially for the innovation and optimization of education and management methods in the field of education, it is necessary to maintain a certain level of ideological innovation. To impart more contemporary cutting-edge technologies to students, ensuring that they possess certain modern thinking characteristics and can better apply and develop new technologies. Under this demand, schools gradually set up information technology courses, and defined it as a new discipline to comprehensively improve students' information literacy. However, there are still certain problems in information technology teaching for high school students, and the current teaching situation is not optimistic. Relevant educators have been improving the teaching mode of information technology, but due to various constraints and influences, various problems may arise in information technology teaching, and good teaching results have not yet been achieved. Based on this, high school administrators and educators should conduct further research on information technology teaching models. Reflect and analyze the current teaching situation, and predict the development direction of future teaching models based on the current level of information technology.

4.1 The teaching mode is fixed and single, unable to stimulate students' learning enthusiasm

At present, most high school students in the actual process of carrying out information technology teaching activities are based on the form of centralized and unified classroom teaching, with teachers unilaterally outputting information and students passively receiving relevant theoretical knowledge. The cramming teaching mode of "teacher speaking, student listening" cannot truly stimulate students' interest in learning information technology courses. In order to complete teaching tasks, teachers have no time to pay attention to students' learning experiences and levels in the classroom. Especially for information technology courses, their theoretical and practical nature is stronger, and their single teaching form is solidified, resulting in a lack of platforms and opportunities for students to combine theoretical knowledge with practice, and unable to gain a deeper understanding, comprehension, and application of knowledge. Students can only understand information technology knowledge at a relatively simple level, which can not achieve the purpose of cultivating students' information literacy.

4.2 Unreasonable course setup resulting in insufficient class hours

In the high school teaching stage, both schools and parents often pay more attention to the learning effectiveness of students' basic subjects. All teaching subjects are facing severe pressure from the college entrance examination. In the process of setting up information technology courses, most high school schools face the problem of insufficient class hours because they are not within the scope of the college entrance examination subjects. Even some schools instill theoretical knowledge of information technology into students in the form of exercises, resulting in a lack of mastery of the principles of the knowledge points. Meanwhile, in the actual process of carrying out information technology teaching activities in schools, there are relatively fewer training courses for software practical operation. Students can only understand the corresponding theoretical knowledge of information technology, resulting in their inability to improve their knowledge transfer ability.

4.3 The classroom status of students will undergo a fundamental shift

In the context of the new era, the education department has repeatedly deepened reforms in teaching. Both the reform of new curriculum standards and the proposal of quality education initiatives are analyzed from the perspective of students' long-term development, guiding schools to truly "people-oriented" and scientifically improve teaching models. Therefore, the innovation and improvement of high school information technology teaching mode, if we want to truly implement the fundamental teaching goals, we must make changes in the main body of classroom teaching. In future classroom teaching, students will occupy a dominant position, and teachers will guide their learning direction as guides and assistants. Based on this The teaching atmosphere enhances students' sense of participation and integration in the classroom. It can greatly stimulate students' enthusiasm and interest in learning information technology courses, and enable them to have a deeper exploration and understanding of the subject. Students develop stronger internal driving forces, enabling them to explore different levels of knowledge and truly integrate it into practical projects. At the same time, relying on network platforms, modern information technology, the Internet and other technologies, high school educators can actively build "air classrooms", expand broader teaching space, and enable students to maximize the use of fragmented time to understand and learn related knowledge. Guide students to independently use intelligent mobile devices to learn and research information technology knowledge anytime and anywhere. Not only can it enrich students' knowledge level and ability structure, but it can also help them develop good learning methods and greatly improve their learning quality and efficiency.

4.4 Teaching forms are becoming more diversified and diverse

In the context of the new era, teaching concepts, forms, and information technology teaching methods in the field of education will be constantly overturned and improved. In the process of school education development, high schools must keep up with the times in order to cultivate high-quality talents that meet the needs of the times. Therefore, whether it is the teaching reform of information technology courses or other disciplines, more diversified and diversified teaching forms should be formed. At the same time, educators will gradually form a correct understanding of students' needs, and in the process of designing teaching plans, they will pay more attention to the learning ability and information acceptance level of students at different levels. Thus, a more targeted and hierarchical teaching model can be developed. At the same time, teachers should be able to scientifically allocate information technology theory teaching and practical courses. And scientifically integrate multimedia teaching mode, situational teaching mode, case based teaching mode, etc., combine different teaching objectives and content, adopt more suitable teaching methods, guide students to explore and apply theoretical knowledge in practice. In the process of comprehensive integration and diversified innovation of teaching forms, teachers need to pay attention to students' personalized differences and practical demands, and actively implement and implement the teaching concept of "people-oriented". Utilize different teaching modes to maximize the satisfaction of each student's requirements and truly achieve "individualized teaching".

5. CONCLUSION

Picture book education is a very important part of primary school Chinese language teaching. Teachers should combine the characteristics of primary school students and use innovative teaching models to provide picture book education to students, increase their understanding of picture books, and thereby improve the teaching efficiency of picture book education. In short, there are still certain problems in information technology teaching in high schools in China. However, in the context of the new era, educators, under the guidance and supervision of the state, are bound to actively improve teaching concepts, teaching models, etc. And gradually attach importance to students' learning experiences, placing them as the main body of the classroom. And actively construct diversified and diversified teaching models, and carry out information technology teaching with certain levels and pertinence.

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