

Study on the Influence of Picture Book Teaching on the Development of Psychological Theory of Left Behind Children Aged 4-6

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Abstract: Picture books are excellent children's books integrating interest, artistry, literature and education. They have exquisite pictures, humorous stories, vivid plots and rich meanings. For a long time, researchers have focused on the teaching of picture books for urban children, but paid insufficient attention to the teaching of picture books for left behind children. The left behind children are relatively shy, reserved in the expression of family affection, and the living environment is relatively open but lack of self-protection awareness. These can be enlightened and cured by using picture books to promote the mental health development of the left behind children. However, due to their limited professional quality, the teachers of left behind children always copy the city's practices in the selection of picture books and specific teaching strategies, and have insufficient understanding of the concept of picture books, so they need guidance and improvement.

Keywords: Picture book teaching; Left behind children; Mental health

Foundation Project: The Research Project of Jiangxi Basic Education (project number: SZUYCYEYJ2020-1056) "The research on the influence of picture book teaching on the development of theory of mind of the left-behind children aged 4-6 years old"

1. Introduction

Children's early reading is of great significance. Reading is the natural demand of children, but in children's reading, we should choose good books suitable for children according to the characteristics of children's mental and physical development, so as to keep fake and inferior books away from children; Excavate the value of children's books, cultivate children's aesthetic quality, literary quality, imagination and creativity, and let children have a beautiful childhood. As an excellent children's book with artistic, literary and educational features, picture books coincide with the outline and the excellent children's literature works required by experts, and are naturally concerned and favored by the majority of children's teachers.

Left behind children refer to 4-6-year-old preschool children whose parents go out to work for more than half a year and are taken care of by the elderly or relatives. Left behind children is a social phenomenon that will exist for a long time with the process of industrialization, urbanization and rural labor transfer in China. According to the survey and statistics, about 20% of the children left behind in rural areas. These left behind children are in a critical period of observing the external world, forming basic living habits, and establishing preliminary social cognition. Due to the lack of parental companionship, they cannot enjoy normal family education and care. Therefore, they generally have psychological problems and behavioral deviations of varying degrees in the process of growing up^[1].

2. 4-6 Years Old Left Behind Children

2.1 Psychological inferiority and autism

Left behind children become timid, cowardly, introverted and self-confident due to the lack of parental protection, and lack of positive communication and interaction with peers and guardians. Some ignorant children are easy to bully some left behind children, which makes them feel helpless, unwilling to establish interaction with the outside world, and even develop a lonely and autistic character.

2.2 Selfishness

Most of the left behind children live with their grandparents. Due to their compensatory indulgence, some left behind children have narrow selfish psychology. They have a very strong self-awareness. They should meet all their requirements and everything should follow their ideas. Children with this kind of unhealthy psychology tend to be self-centered, unsociable and have poor frustration tolerance in words and deeds^[2].

2.3 No Sense Of Security

Left behind children are relatively estranged from their parents because their parents are away all year round, and the parent-child relationship is weakened. They often have poor awareness of external interaction and lack a sense of security. If we encounter some

unfair treatment, we will have aggressive behavior or form autistic psychology. After entering primary school, this psychology and behavior will be more serious, which is also one of the important reasons for the rising rate of violent crimes among teenagers in China in recent years.

3. Strategies for Promoting the Mental Health Development of Left Behind Children

3.1 Promoting the Social Development of Language And Emotion of Left Behind Children with Picture Book Stories

In combination with the basic requirements of the guide for learning and development of children aged 4-6, the kindergarten has designed targeted comprehensive education activities in five areas for left behind children. These educational activities rely on classic picture books to promote children's language and emotional social development. At the same time, they also allow children to experience vivid and interesting activities such as painting, handiwork and music performance. Through reading, situational discussion and performance, children can enhance their awareness of self-protection, understand common dangerous situations in life and self-protection methods, so that each left behind child can have a happy, rich and safe childhood^[3].

By carrying out various curriculum activities, we can create a good atmosphere for left behind children to learn, live and develop their physical and mental health, better understand their needs, encourage children to learn to learn self-study, self-care, self-care, self-improvement and self-discipline, and promote their healthy growth.

3.2 Establishing Teachers' Correct Outlook on Education and Children

All activities in kindergartens are carried out for the healthy development of children's body and mind, and picture book teaching activities are no exception. The root causes of many teaching problems of rural preschool teachers are unscientific views on education and children. For example, it is still the educational purpose of literacy, which leads teachers to pay attention to literacy in the process of picture book teaching, and teachers control the current situation. To solve this problem, the government, kindergartens and teachers themselves must make efforts to improve teachers' existing views on education and children through assistance, training, exchange and kindergarten based research. Make rural preschool teachers respect children's thoughts and voice with children's texts. Only when all activities start from children, let children participate in them for the sake of children, and teachers correct their roles and position properly, can the current situation of picture book teaching in Rural Kindergartens be fundamentally improved^[4].

3.3 Effectively Improving Teachers' Picture Book Literacy

Picture book teaching is not as simple as telling a story casually or talking through pictures. From the background of the story created by the author of the picture book, the way the picture book story unfolds, the situation, the tone, the original meaning and the implied meaning are all ingenious and unique. The value of the existing picture book reading activities is by no means as simple as telling stories. What is more important is to tap the real emotional and aesthetic values of picture book reading and pass on the philosophical meaning and growth enlightenment behind the picture books to children. If a teacher wants to give his child a glass of water, he must have a bucket of water or a constant running water. Therefore, on weekdays, we teachers must start from ourselves, study picture books well, get in touch with a variety of picture books, improve our ability to feel and analyze picture books, and expand the storage capacity of picture books. Secondly, teachers can form a discussion group to study a picture book in detail.

3.4 Creating Rural Characteristic Picture Books in Combination with Reality

A big problem in the current rural picture book teaching is that it does not conform to the reality of rural children's life and learning. Many children in rural areas are left behind children. Their father or mother is not around, and some are only looked after by their grandparents. They are more or less timid, have low self-esteem, are not good at speaking, and are not good at expressing family affection. The small stories in the picture books, which are quiet or beautiful, moving or lively or surprising, are the key and the only way to comfort and heal the young mind of children. At the same time, compared with urban children, rural children are better at taking risks, good at running and jumping, familiar with all kinds of flowers, plants and small animals, and have a sensitive and rich heart. Therefore, rural teachers should use local materials, select appropriate picture books in combination with the characteristics of children in this class, and give full play to the reading and treatment function of picture books through reasonable organization.

4. Conclusion

As a literary form loved by children, picture books have their own rich resources, which play a positive role in cultivating the personality and social ability of left behind children. The development of picture book teaching has helped them open another window to know themselves and the world, awakened their longing for the future world, opened up a new horizon for their mental health development, and has certain practical significance and practical value.

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