

Research on English Picture Book Reading Teaching in Primary School Based on Problem Chain Teaching Method

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ABSTRACT

With the continuous advancement of education reform, the primary school, as an important stage of the ability training and the formation of three outlooks of students, has been highly concerned. Based on this, this paper focuses on English in primary school, explores the direction of reform based on picture book teaching that fits students' aesthetic style, and strives to promote the improvement of English learning efficiency and the globalization of education through the addition of problem chain teaching method. Through the application of problem chain teaching method in the English picture book reading teaching in primary school, the interest, enlightenment and science of English picture book reading in primary school are further improved, and the formation of students' reading habits, the improvement of learning efficiency and the cultivation of comprehensive quality are promoted. At the same time, through the optimization of teachers' ability and teaching methods and other measures, it can break through the uneven quality of teaching materials, the lack of teachers' ability, and the single teaching method in the education process, so as to promote the improvement of English teaching quality in primary school.

KEYWORDS

problem chain teaching; primary education; English picture book reading teaching

Problem chain teaching method is to construct a continuous and logical complete chain with a series of problems in the teaching process. The application of this teaching method can promote students' learning interest and foster students' innovative thinking through problems in the teaching process, which has a positive supervision effect on students. The English picture book reading teaching in primary school builds concrete and vivid situations through the mode of "picture and reading" to improve students' English ability. The combined application of primary school English picture book reading and problem chain teaching method can guide students to immerse themselves in study from the shallow to the deep and from the outside to the inside layer by layer in the context. It can make students more immersed in the learning process, build students' learning confidence in the English picture book reading through clear learning ideas, stimulate students' learning interest, and make English education more effective.

1 The Significance of Problem Chain Teaching Method in Primary School English Picture Book Reading Teaching

1.1 Help Students Develop Good Reading Habits

Using the problem chain teaching method in the process of reading English picture books can help students master the correct learning method and cultivate their efficient English reading ideas and learning strategies. The application of problem chain teaching method in the teaching process helps students to strengthen the understanding of picture books and improve the English reading ability by consciously presetting questions when reading picture books^[1]. For example, before reading picture stories, students should be guided to ask questions about the content, protagonist and background of the story, and complete the reading based on the questions to strengthen the learning motivation. This method is helpful to reduce students' fear of learning English picture books.

1.2 Help Students to Improve English Learning Efficiency

The application of problem chain teaching method can guide students to read in a targeted manner and improve reading efficiency. First, questions can help students clarify the important and difficult points in learning and complete effective memory. In the process of reading picture books, primary school students usually learn in an inefficient state due to the lack of effective memory points. Problem-oriented reading enables students to read with purpose and thus become more focused in the learning process. For example, by asking "How many friends do I have?" "What are the characteristics of each of my friends?" to guide the reading of the picture book "All Kinds of Friends", students can consciously think about the relevant expressions in the picture book during the learning process, and then recall the nouns and adjectives related to friends.

The second is to strengthen students' learning efficiency through emotional identification, enhance students' sense of involvement in the learning process, and stimulate their interest in reading. Taking the picture book "All Kinds of Friends" as an example, teachers guide students to narrate their friends and the stories with their friends before teaching, which can enhance the emotional connection between students and the picture book, stimulate their reading interest, and create a good classroom atmosphere^[2].

The third is to strengthen the orderly and science nature of English picture book teaching in primary school. The problem chain teaching method fully considers the learning, rules and psychological growth demands of students in the learning process, which helps teachers to follow certain teaching rules to carry out teaching. For example, in the process of problem teaching, teachers should first guide students to observe images and picture book titles, then guide students to verify them through text reading, and finally encourage students to complete the extraction of core ideas, which is conducive to making students' learning process more smooth.

2 Problems of the Practical Application of Problem Chain Teaching Method in Primary School English Picture Book Reading Teaching

2.1 Shortcomings in Teachers' Teaching Ability

The application of problem chain teaching method in English picture book reading teaching requires teachers to have certain experience in English picture book teaching, some understanding of the theory of problem chain teaching method, a wide range of knowledge, and strong logical thinking and the knowledge transfer ability, so as to grasp the main teaching line of English picture book education and build a complete problem chain. However, there are obvious shortcomings in the teaching ability of primary school English teachers. The first is the lack of relevant theories of problem chain teaching, which leads to the insufficient teacher ability. Teachers often ask students questions based on intuition and teaching experience, which lacks corresponding theoretical guidance, thus making the teaching process less scientific and organized.

The second is the difference of teachers' personal qualities, which results in the shortcoming of their abilities. Based on the influence of different teaching time, teaching habits, teaching abilities and other factors, teachers have different performances in the problem chain teaching process. Specifically, some older teachers have sufficient English teaching experience and extensive knowledge accumulation, but the deep-rooted teaching habits in the past make their adaptability to the problem chain teaching method poor, and the trend of insufficient guidance to students and knowledge indoctrination in the teaching process is obvious. Young teachers have active thinking, enthusiasm for teaching and strong sense of innovation, but little teaching experience. In the problem chain teaching process, they cannot fully grasp the teaching focus and students' psychology, and have insufficient knowledge reserve and life experience, so that it is difficult for them to carry out in-depth and organized picture book teaching.

2.2 Lack of Institutional Management

Teachers lack driving force and urgency in the process of adapting problem chain teaching, which makes them lack the enthusiasm in carrying out problem chain teaching. Specifically, current schools have no binding system for teachers to carry out problem chain teaching, which is implemented only through the form of assignment, and they pay little attention to its actual progress. It will affect the practical application of problem chain teaching. First of all, there is a lack of evaluation standards and supervisory system in the practice of problem chain teaching, which leads to the unclear judgment of teachers themselves, and makes the continuous optimization of teaching work difficult. Secondly, there is a lack of screening and assessment system for teachers' application of problem chain teaching, and the evaluation of teachers' ability is mostly a overall evaluation of teaching effectiveness, which is weakly associated with the problem chain teaching application ability, results in teachers' weak awareness of innovative research in problem chain teaching, and adversely affects the improvement of teachers' ability^[3].

2.3 Untargeted Selection of Picture Books

The development of English picture book teaching mainly focuses on textbooks, which affects the collocation degree of picture books and problem chain teaching, the efficiency of problem chain teaching and even the smooth implementation of problem chain teaching. At present, the teaching of English picture books mainly focuses on the content of textbooks, which is based on the single channel of picture books. Uniform textbooks are applicable to most regions but is untargeted, and it is difficult to influence the differences in student ability, teaching progress and educational resources in different regions^[4]. For example, some regions with relatively limited teaching resources are

weak in oral English and word accumulation, and picture books on textbooks are more difficult for them, which makes it difficult to carry out problem chain teaching smoothly. In areas where students have high ability, too simple picture books in textbooks will affect their educational value to students, and picture books without challenging will lead to the lack of students' interest in learning. In short, the untargeted teaching materials will affect the effectiveness of problem chain teaching.

3 The Practical Application of Problem Chain Teaching Method in the Primary School English Picture Book Reading Teaching

3.1 Cultivate a Team of High-quality Teachers

Building a team of high-quality and responsible teachers is an important prerequisite for applying problem chain teaching method to primary school English picture book education. First of all, schools should strengthen the ability training of teachers. For example, primary schools should conduct targeted education on teachers' ability to summarize and extract English picture books, invite experts to conduct special lectures on "sorting out the context of picture books, grasping the main line of picture books, and achieving sublimation", so as to encourage teachers to carry out education based on the main line of teaching. Schools should regularly assign exercises related to English reading comprehension and logical thinking to teachers, and organize picture book reading meetings for teachers to promote and share excellent picture books with each other, thus helping teachers accumulate the amount of reading extracurricular English picture books in primary school, and learn something from mutual communication. English picture book teaching and research team can make English picture school newspapers and distribute them to the class regularly to help teachers accumulate picture book reading. Schools can organize visiting activities for teachers to help teachers accumulate English picture book teaching experience driven by problem chain teaching, and promote teachers to broaden their teaching perspective and master new teaching methods. In addition, the establishment of English picture book education thematic knowledge base under the problem chain teaching in schools can create a good external condition for teacher training. Through "teaching plan writing competition", "teaching innovation competition" and other models, teachers' innovation power can be stimulated, and teachers with innovative ability can be cultivated. In short, through the comprehensive training of teachers' ability, teachers can be more confident in the development of problem chain teaching.

3.2 Optimize Picture Book Selection

In the process of leading students to carry out problem chain teaching, primary schools should consider the practical teaching, and provide a more suitable carrier for problem chain teaching with more flexible picture book sources. First of all, schools should broaden their thinking, give teachers more autonomy in teaching arrangements, and encourage teachers to choose more appropriate picture books in the process of carrying out picture book education. In order to ensure the scientific selection of picture books, teachers should consciously broaden the channels to obtain picture books and expand the scope of selection. On the one hand, a teaching and research team can be formed to select appropriate picture books and distribute them to teachers based on the practice of the school. On the other hand, the regularly updated English picture book library can be established to provide reading paths for teachers and encourages teachers to collect picture books independently. At the same time, teachers can choose picture books through education weeklies and the Internet. Secondly, clear selection criteria for picture books should be set. First, it should consider the compatibility of problem chain teaching and picture books. Second, the picture books should be selected based on students' learning progress, knowledge reserve and other objective factors. Third, the quality of picture books and the rationality of their content should be considered. Fourthly, picture books that meet the teaching objectives, support the content of teaching materials, and connect with life can be selected. Fifth, it is necessary to take into account the positive value guidance. Selecting suitable picture books is an important cornerstone of problem chain teaching.

3.3 Enrich Teaching Methods

Based on the problem chain, the primary school English picture book teaching can satisfy the curiosity of students with more abundant teaching methods, so that students can experience more interesting classrooms. The first is to combine the problem chain teaching method with the group cooperation learning method in the picture book education. The group cooperation can achieve the balance of the level of students in the class, which makes the development of problem chain teaching more smooth. The second is to combine problem chain teaching with comprehensive practice teaching. Taking the picture book "The Sun and The Wind" as an example, the teacher first leads

the students to imagine the story between the sun and wind. Then he asks the students to think that who might be the winner in the competition between the sun and the wind, and why. After reading and working out the answer together, the teacher leads students into nature for verification. In the process of comprehensive practice, teachers guide students to feel the rationality of the story of the sun and the wind, and draw other natural elements that affect the comfort of human body in practice, so as to extend the concept of environmental protection or the use of nature. It is conducive to expanding knowledge, drawing a cathartic conclusion in the teaching process, and promoting the improvement of students' ability. The third is to construct the reading and writing classroom through problem chain. At the beginning, teachers guide students to think about the story between the sun and the wind according to the title and the picture, and re-structure English sentences, so as to promote students' reading interest and reading and writing ability. After multiple readings, teachers guide students to judge the rationality of the story with questions, and adapt or continue the story, in order to cultivate students' imagination, creativity and observation abilities.

4 Conclusion

The application of problem chain teaching method can promote the improvement of the quality of primary school English classroom teaching and create an interesting and high-level English classroom. In this process, schools should promote problem chain teaching to play a greater role in the teaching process by improving the level of teachers, adopting picture books that fit the learning situation and integrating diversified teaching forms.

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