



Research on illustrations in Chinese teaching in grade one primary school

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Abstract

Illustration is an important part of primary school Chinese teaching materials, which imperceptibly affects teachers' teaching and students' learning. Illustrations introduce the natural beauty, life beauty and artistic beauty in the eyes of students into the classroom to create a beautiful classroom atmosphere. These illustrations are colorful and in line with children's aesthetic taste; Enrich the content and cultivate humanistic sentiment; Pictures and pictures are connected to inspire children's thinking. We should make full use of the characteristics of illustrations, constantly train students' observation ability, creativity and expression ability, and realize students' all-round development.

Keywords: textbook illustrations, form characteristics, illustration application

Introduction

As the second language of primary school Chinese textbooks, textbook illustrations are an important part of textbooks. It can be clearly seen from the newly used ministry edition of primary school Chinese textbooks that a large number of colorful illustrations full of children's interest have been added, and the style, content and arrangement of illustrations have been adjusted. The combination of text and illustration can not only bring students visual aesthetic interest, but also assist the text to enlighten students' logical thinking. Teachers should make full use of illustration resources to stimulate students' interest in learning, help students better understand the content of the text and improve students' cognitive development. Taking the first grade of the Chinese textbook of the primary school compiled by the Ministry as an example, combined with the text, this paper analyzes and studies the illustrations of the textbook from three aspects: form, characteristics and application.

Form of textbook illustrations

Students' image thinking is active, and the illustrations are rich in color and specific in image, which is easy to awaken students' learning senses. The illustration forms in the first grade of the Ministry's primary school mainly include natural beauty, life beauty and artistic beauty.

Natural beauty-mountains, rivers, plants and trees

According to the cognitive characteristics of first-year students, most of the illustrations appear in a concise and colorful style, which is in line with the development process of students' psychological cognition and makes them feel the intimacy brought by knowledge. For example, the text "Rhyme Song" summarizes all the scenery in the text in the form of a picture volume, from the hazy mountains to clouds, rain, wind and snow, and from trees to flowers, birds and insects, so as to give full play to students' association ability and immerse themselves, so that students can better experience the beautiful mountains and rivers of nature. Textbook illustrations can not only bring students a

visual feast, but also use hearing to lead students to feel the beauty of nature. The first-year students' most direct cognition of natural beauty comes from the changes of the four seasons of nature. Therefore, teachers can make full use of the text "Four Seasons" and combine graphics and text to help students understand the scenery characteristics of the four seasons and divergent students' thinking with illustrations. Through the illustrations in the textbook, the students are shown the diverse, magnificent and magnificent nature, from which they can experience the beauty and harmony of nature, sigh about the mysterious power of nature, convey the deep meaning of harmonious coexistence between man and nature, and enable them to establish their awe of nature from an early age.

Beauty of life-innocence and fun

The primary school Chinese textbooks compiled by the Ministry take the scenes in life as illustration materials, close to the students' aesthetic taste in the form of life beauty, fully show the childlike innocence in life, realize the connection between textbook knowledge and students' daily life, guide students to independently explore the beauty in life, and realize the organic penetration of textbook illustrations and the effect of silent education. For example, the tongue twister "Niu Niu Drives Cattle" inserts a picture of children herding cattle. The illustration uses simple lines to show us the picture of harmonious coexistence between cattle and little girls. Students can fully feel the joy and fun of childhood. When learning the ballad "Crossing the Road", take the scene map of crossing the road in life as the illustration, and carefully design the traffic lights to display the green lights. The combination of graphics and text increases the interest. Students can remember the traffic rules meaningfully, so as to improve their learning efficiency. These illustrations depict life from the perspective of students, show the rich interest of students' life as much as possible, and conform to the psychological and aesthetic characteristics of students at this stage. Therefore, teachers should be good at using these

illustration resources to stimulate students' interest in finding the beauty of life, guide them to learn to discover the childlike interest in life, explore the childlike innocence of life, and help students gradually establish their understanding of life. A preliminary understanding of the world.

Artistic beauty-inheriting culture

As a common form of expressing beauty in art, painting plays an important role in the appreciation, experience and creation of beauty. Chinese characters undertake the task of cultivating students' spirit of inheriting traditional culture, and illustrations are an indispensable media means. In particular, they add many elements of Chinese traditional culture and highlight the details of Chinese traditional culture. The combination of the two gives students different artistic enjoyment. Taking the text "Mouth, Ears and Eyes" as an example, the cartoon characters of Peking Opera are inserted in the blank at the end of the text. On the surface, they are publicizing China's national essence Peking Opera. In fact, they coincide with the cultural values conveyed by "standing, sitting, walking and lying" in the text, showing students the traditional cultural spirit of integrity and justice. The two texts and illustrations of "Guessing Riddles" and "Dragon Boat Festival zongzi" depict China's traditional festivals, the Lantern Festival and the Dragon Boat Festival. Students can understand and describe the traditional activities in the festival according to the illustrations, understand the connotation of Chinese traditional culture behind the traditional festivals through the illustrations, and then sublimate to the patriotic education of students. Illustrations use a variety of painting styles and have a strong artistic atmosphere, so that students can understand the rich connotation of traditional culture and cultivate correct values in the realm of artistic beauty.

Characteristics of textbook illustrations

The textbook illustrations compiled by the Ministry have formed a whole with moderate connection and reasonable layout in terms of color application, content and form. They are rich in color, in line with aesthetic interest, rich in content, edifying humanistic sentiment, connecting pictures and pictures, and enlightening children's thinking.

Rich colors, in line with aesthetic taste

The selection and matching of illustrations color is the most visual impact. The watercolor painting in the illustrations of this textbook accounts for a large proportion. The color is harmonious and bright, the lines are soft, and the whole picture shows clear and transparent visual effect. It indicates that students enjoy the artistic beauty of illustrations with relaxed and pleasant mood and thinking. In addition, a large number of cartoon images are added in the illustrations, which are in line with the students' aesthetic taste. They use childish thinking to understand the connotation of the text, so as to master the Chinese literacy and deepen the emotional education under the beautiful artistic conception. In addition, many illustrations of ink and water painting style are introduced into the textbook, which strengthens the traditional Chinese culture education for students. For example, text illustrations such as "Jiangnan", "hidden people", "Xiaoichi" are ink paintings, which are mainly in gray and ink color, which are consistent with the style of the text. The artistic conception conveyed by the text is presented completely, so that students can

experience the mystery of the text language in the natural and relaxed and relaxed mood, and enjoy the classical traditional beauty displayed in the text. The illustrations selected in textbooks are rich in color and diverse in style, in line with the rules and requirements of beauty, and also in line with the aesthetic taste of students. Teachers should make full use of illustration resources to carry out aesthetic education to students imperceptibly and cultivate aesthetic taste.

Enrich the content and cultivate humanistic sentiment

The illustrations in this textbook are rich in content, including not only figures, animals and plants, but also text detail illustrations, scene illustrations and natural phenomenon illustrations. The first grade textbook illustrations pay attention to the description of the details and integrate with the text content. Teachers should make full use of these illustrations and dig deep into the humanistic sentiment and values behind the illustrations. Taking the text "Night" as an example, the whole illustration depicts the blue starry sky, the moonlight is gently scattered on the green grass, and the mountains in the distance seem to have fallen asleep. The father and children take a walk in the night, which brings the students a quiet and peaceful night. Combined with the text, guide the students to understand the deep love of their parents for their children and achieve the educational effect of family values. The illustration of the text "Little Cock and Little Duck" depicts the two scenes of the little cock catching insects for the little duck to eat and the little duck carrying the little cock ashore. Both convey to the students the thought and emotion of mutual help between friends, so as to help the students establish a preliminary understanding of friendship. Therefore, teachers should pay attention to the humanistic infection of textbook illustrations, pay attention to excavating the hidden value orientation behind the text, and then cultivate their humanistic sentiment, so as to promote the education of students' emotional values.

Pictures and pictures are connected to enlighten children's thinking

The illustrations in the textbook are integrated and complementary to each other. With the help of analyzing the illustrations, teachers give students directional information and help them establish their preliminary thinking construction of the text. Take the text "Shadow" as an example. After reading the text, students will ask why the position of shadow will change? With the help of illustrations, teachers can remind students to carefully observe the position of shadows and people in the illustrations, so that students can understand that the position change of shadows is related to the direction of the sun and the position of people, so as to better understand the meaning of the text. This enlightening teaching method organically combines text and illustrations, which not only improves students' learning initiative, promotes them to think actively, expands their thinking cognition, but also supplements students' knowledge system. There are also some illustrations in the textbook that play a role of prompting, such as bubble illustrations, which guide students to think, refine and summarize learning rules according to questions, so as to improve their thinking transformation ability. Therefore, teachers should actively play the role of illustrations, with the help of the series, imagination and analysis functions of illustrations, guide students to observe details, resolve text difficulties, gradually cultivate their thinking ability, and lay the

foundation for the development of thinking ability in the later stage.

Application strategy of textbook illustrations

This textbook will spread a large number of illustrations in the text, so as to realize students' immersion learning assisted by illustrations and based on this paper. With the help of illustrations, it can exercise students' observation ability, cultivate students' creativity and improve students' expression ability, and promote the improvement of students' overall literacy.

To stimulate interest and exercise students' observation ability

A large number of colorful, diverse and highly story illustrations are introduced into the textbook, which is more in line with students' reading interest. Teachers should be good at using the interest of illustrations, guide students to observe illustrations carefully and stimulate their attention and curiosity. The structural design and content arrangement of illustrations are in line with students' aesthetic interest and cognitive development level. Teachers should use the design and arrangement of illustrations to guide students to guess the connotation and intention of the text, stimulate students' interest in learning, and further exercise students' observation ability. In the process of training students' observation ability, the logic and coherence of students' thinking will also be exercised, and the illustrations will be logically connected with the text and the context, so as to have a deeper understanding of the content of the text. Take the text "Little Painters in the Snow" as an example. By observing the footprints of different animals in the illustrations, combined with the description of the text and the combination of pictures and texts, students can understand which small animals the little painters in the snow are and correspond the footprints with small animals. In this process of observation and learning, students' observation ability has been exercised, and at the same time, it also broadens students' thinking space and helps them develop a learning attitude of diligent thinking and bold exploration.

To cultivate students' creative ability by association

The visual impact brought by illustrations will stimulate students' imagination. Rich color types, distinctive character images, and even the dress, expression and action of characters will stimulate the development of students' imagination. It is also an essential ability for students to associate according to the illustrations and transform the text content into lively scenes. In addition to explaining and beautifying the content of the text, in the teaching process, teachers can use the details and content changes in the illustrations to guide students to create according to the text and illustrations. For example, in the text "Pulling Radishes", each paragraph is equipped with an illustration, and the picture and text fit well.

By observing the changes in the contents of illustrations, combined with the tips of small bubbles, guide students to create stories and share and communicate with students, stimulate students' creative ability, turn passive learning into active learning, turn the preset classroom into a generative classroom, and create a lively classroom creation environment. Teachers should pay attention to the guidance and association function of illustrations, use illustrations to create a relaxed and pleasant learning atmosphere, and create a space for the development of

students' imagination, so as to provide an opportunity for cultivating students' creative ability.

Expand by drawing, improve students' expression ability

The selection of illustrations, detailed description and location arrangement in the textbook are all based on certain scientific basis. Teachers should analyze and use illustrations scientifically and carefully, and excavate the development requirements of abilities hidden behind illustrations to realize the acquisition and expansion of students' multiple abilities. The process of Chinese learning is also the process of students grasping the law of language, accumulating language materials and developing their ability of language expression. Illustration, as a bridge between connecting words and capabilities, plays the role of receiving, converting and outputting. Taking the oral communication "Rabbit Carrying Pumpkin" as an example, students observe the changes of the illustrations, fully expand their imagination, and organize a paragraph with the language materials accumulated in the ordinary times, and describe the ways the rabbit may use to carry the pumpkin home. This process of language expression not only exercises the students' ability of thinking transformation, but also examines the ability of students to master and use language vocabulary, and then realizes the improvement of their language expression ability. Especially, the first grade students should learn to understand the text connotation with illustrations, enrich the reserve of language knowledge, practice the choice and organization of language and improve their language expression ability.

In short, teachers should be good at using illustrations as a rich teaching resource, giving full play to the function of illustrations in textbooks, using the storytelling and interest of illustrations, guiding students to experience the beauty of nature, life and art, stimulating their interest in learning, enriching their imagination, and further training students' observation ability. The comprehensive development of creative ability and expression ability can achieve the acquisition and cultivation of students' Chinese literacy.

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