

# Appreciation and creation of children's English picture books

**Du Juanzi**

*Hubei Preschool Teachers College, Wuhan, China*

**ABSTRACT.** *The surface of the text appears to be static, without sound and movement, and the story of the text is accompanied by beautiful pictures that takes the reader into a space of delusion that is full of magic and fun, especially for imagination. For imaginative children, the secrets they want to know are always hidden in the story. Children's English Picture Book plays an essential role in helping children understand the world, learn knowledge, and enrich their emotions. The application in kindergarten is pervasive. Therefore, the appreciation and creation skills of picture books are worthy of study and discussion. Children's English Picture Book is faced with a group of young children who are full of curiosity and doubts about the world. We must consider the age characteristics and emotional needs of young children when appreciating and creating children's English picture books.*

**Keywords:** *Children's English Picture Book; appreciation; creation*

## 1. Introduction

Children's English Picture Book, is a "painted book", which refers to a kind of books with paintings and a small number of texts. They are intertwined and complement each other through words and their corresponding illustrations, showing emotions and themes together. Therefore, the picture book should not be regarded as simple storytelling, but as a tool that can help children to build a spiritual world and cultivate multiple intelligence.

## 2. The role of children's English Picture Book on young children

### 2.1 Reading English Picture Book can cultivate English language sense

For adults, if you have read enough books, the help of language training is tremendous, more for young children. Therefore, the expressions in the book will be printed in the brains of young children, gradually forming a sense of language, which will be of great help to the later oral English learning. As the saying goes, "After reading 300 poems of the Tang Dynasty, you will not be poetry can also chant." Although we learn grammar when we learn the mother tongue, the study of grammar should be combined with the sense of language, which will be of great benefit to future English learning.

### ***2.2 Reading English Picture Book can deepen word memory and cultivate English thinking***

It is possible to develop young children's English thinking patterns and avoid the influence of the negative transfer of mother tongue. The original English picture book was written by foreign writers and is the most original portrayal of their way of thinking. By reading the original English picture book, the child will gradually establish the English thinking structure, and there will be no phenomenon that before the English are spoken, the hard translation in mind is followed, and then the aspect is regenerated.

Teachers or parents choose the storybooks they like and moderately difficult to read for their children. During the pleasant reading process, children understand the contents of memory. The sentence patterns and vocabulary close to life in the picture book are the standards of English zero-based enlightenment. The simple, high repetition rate of sentences, a substantial correspondence between pictures and texts, young children can guess the meaning of English according to the information conveyed by the pictures. For the classic picture book story, the children will not bother to read, and each time there will be new recognition and improvement.

### ***2.3 Reading English Picture Book can enhance children's cultural heritage and broaden their horizons***

There are many classifications of picture books - science, education, etc., more than 20 learning topics - color, numbers, onomatopoeia, social, antonyms, eating habits, logic and other multi-angle knowledge, highly related to children's life. These

will increase their awareness, broaden their horizons, and help them build a sound personality that will help them develop their intelligence, psychology, and characters.

At the same time, the children have been habitually trained, emotional intelligence education and art edification, laying a good foundation for the happiness of a lifetime. Picture books can help young children fall in love with English and fall in love with reading English. Through a small picture book, they are already reading thousands of books and walking thousands of miles, the world in their eyes is more vibrant and more beautiful.

#### ***2.4 Reading English Picture Book can get happiness and growth***

##### ***2.4.1 The picture book will bring nourishment to the children, and bring them the emotional, psychological and life education they need to grow up.***

Emotional Education: Why do children like the picture book "No, David! "? Why did this little boy who likes to be naughty and looks ugly capture the hearts of so many children? Maybe every child has a David in his heart. David in this book has done all the "bad things" that the children want to do and dare not do. If this is the case, this can only be considered fun. Until now, this is an interesting book but not a classic book. When it is precise with the end of the mother who put David into his arms and said, "David, I love you," this sentence gives the child a great sense of security and satisfaction. Reading gave them psychological release and emotional attachment.

Psychological education: "When Sophie gets angry-really really angry" is that Sophie's sister grabbed her toys and went out, Sophie got angry and then calmed down. In this book, it says "anger itself is OK and that there are appropriate ways to defuse it that don't hurt others." This book tells children that anger is the emotion that everyone has, do not be afraid, and the child will learn how to give a lousy release to the exit from Sophie's actions.

Life education: Picture books cannot "cover all diseases", but in the picture book, find a role model or "reverse teaching materials" for children, sometimes there will be magical effects. "Who is the friend of a decayed tooth?" will educate children to

brush their teeth and care for their teeth; "I am not afraid of vaccination, I am not afraid" to overcome the fear of injections for children; "Hamburg Boys" let children fall in love with vegetables, correct partial eclipse habits, and so on.

#### ***2.4.2 Reading books can train children's observation, concentration and imagination.***

For example, "Rosie's walk", the text is very few, but the information on the screen is vibrant, and the children often find the details adults ignore in the book, such as the frog that jumped up when the fox fell into the water. Through reading, the child's observation and imagination will be improved invisibly. Some teachers or parents report that children often cannot sit still, how to cultivate? Developing a child's study is an effective method, and the exciting or interesting plot in the book will lead the child into it.

2.4.3 Picture books allow children to enrich their knowledge and expand their horizons.

The child's life circle and life experience are limited; they can swim the world by reading the story, the body is not moving; the heart is far away. "Traveling around the world as an apple pie" will bring children to the world to play, and use the special products from all over the world to make the best apple pie. How cannot the delicious world make the children like it? Painted version of Fabre's "Souvenirs Entomologiques", with children approaching the world of insects, to overcome the invisible fear caused by the lack of understanding of insects, here is the joy of discovery, the integrity and integrity of character.

#### ***2.5 English picture book reading to let children understand and respect***

Through stories that are filled with children's fun and written to children, teachers and parents will understand and respect children more and let them establish close relationships with their parents when they are young. This relationship can make children's character stable and emotional. For example, the picture book "Crackle and Spanking", this is a "want to beat" story, the panda cocoa has never been beaten, trying to make people try to beat his ass, not for anything else, want to know what is the spanking's feeling. What the children need is a life

experience, sometimes we adults think it is incredible, but for the children, everything is fresh. How can we know what it is?

### **3. Appreciation of children's English picture books**

3.1 Appreciation of children's English picture books requires readers to read the story, not only to master the content of the story, the character's portrayal but also to personally literate to feel the beauty of the story and the beauty of the picture. We can appreciate the English picture book for young children from the following steps:

#### ***3.1.1 Reading as a whole and feeling the fun of the story***

When we get the story material, we should read the story as a whole and feel the fun of the story. When reading the story, we will accompany the story image of the brain to feel the content and interest of the story. Combining the knowledge of children and known experiences, whether the story meets the age characteristics of children and the law of physical and mental development, can they grasp the curiosity and attention of young children. For example, in "No Monster", pure cognition remains mysterious looking for Where is the monster? In line with the age characteristics of young children, it is fun and straightforward to grasp the psychology of young children who love to hide and see.

#### ***3.1.2 Understanding the story and analyzing the rationality of the story***

The six elements of the story are time, place, person, cause, passage, and result. When appreciating the story, we should pay attention to whether the logic in the story is reasonable, whether the idea is clear, and whether the content of the story conveys positive energy.

#### ***3.1.3 Grab the keywords and appreciate the beautiful sentences in the story***

The story's words reveal the story's plot, emotions, sometimes a vivid vocabulary, and beautiful rhetoric can increase the colour of the story. When appreciating the

story, we have to read it carefully and look for every highlight in the story, which can be more vividly told to young children. In “Missing Mum“, the chicks are looking for mothers, encountering different animals, they make different voices, explain their identity to the chicks, and the whole story is as beautiful as a symphony.

#### ***3.1.4 Analyze the structure and understand the rigour of the story***

Every sentence in the story has a role in the structure, such as up and down, echoing, summing up or summing up the full text. We should grasp the general sentence, the transition sentence, and the summary sentence to analyze its role in structure. At the same time, the syntactic features of the story of the picture book include a combination of long and short sentences, sentence pairing, double negative sentences, parallel sentences, rhetorical questions, inverted sentences, and so on. Different sentence patterns have played a different role in promoting the story.

#### ***3.1.5 Appreciate the picture and find the connotation of the story***

Some stories reflect the real life, tell the laws of science, describe people and nature, and bring children into the ocean of knowledge; some stories make people fall into meditation, feel the good and evil in life and the beauty and ugliness, and generate emotional resonance. It has a specific promotion effect on the cultivation of children's personality and emotions. When appreciating the story, we should pay attention to the connotation of the story, enlarge it and use it to realize the educational significance of the story.

### ***3.2 We can also appreciate the English picture book for young children from the following different angles:***

#### ***3.2.1 Appreciation from the perspective of graphic art***

The pictures of many classic picture books are themselves a piece of art. The painters of these picture books are master figures with a broad artistic background. For example, James Mayhew's “Katie's Picture Show“, let the young readers walk

into the world of famous paintings along with the protagonist Katie's footsteps, experience the reality and illusion, and experience this wonderful art tour. Another example is the American author Molly Bang's "The Grey Lady and the Strawberry Snatcher". This is a magical wordless book, even if there is no text in the whole, the light can attract the picture. The reader paged down and kept reading. The gray robes on the screen, in addition to the face and hands, her hair and the robes wrapped around the body are gray. The author did not color it, but let it be the same as the background gray of the paper itself. Because of the use of this kind of white space, the gray robe lady is naturally hidden in the picture, and is integrated with any object in the picture. It is such an ingenious eye-blocking method that allows the reader to indulge in vision while both doubting his own eyes and enjoying on.

### ***3.2.2 Appreciation from the perspective of language and text***

When it comes to masters of language, we have to mention Dr. Seuss, the most popular author of the United States. When English-speaking children are exposed to English reading, almost all of them start with Dr. Seuss's work. Dr. Seuss's book is refined in language, vocabulary is small, rhythm is clear, rhythm is stable, reading is like a tongue twister, and high-frequency vocabulary is repeated to make children easy to read and remember, coupled with the imagination of Dr. Seuss. It is for these reasons that make his books are so absurd and exciting. In his picture book "Ten Apples Up On Top", he wrote "You can do three, but I can do more. You have three, but I have four". In his book "Fox in Socks", he said "Knox in box. Fox in socks. Knox on fox in socks in box". The rhyme is accessible and exciting to read so that children have to love.

Children also love the language master, the American author Mo Williams's Little Pig Elephant series. In his book "Are you ready to go outside to play?", the pig convinced the elephant to go out to play with her. She said, "We are going to run! We are going to skip! We are going to Jump!" Continuously repeating the simple sentences, entirely in line with the rules of the development of children's language. The language uses simple short sentences to express emotions, and the picture is accompanied by the exaggerated expressions of the pig when talking. That makes young readers are easy to accept and imitate such a sentence.

### ***3.2.3 Appreciation from the perspective of humorous taste***

The reason why children love a picture book must be because its hero is vivid and cute, and the story is lively and exciting. The fun and humor in the picture book are not only to make people smile, but also to cultivate the right attitude towards the positive optimism of small readers. For example, the piglet and elephant series picture book as mentioned above, the two protagonists Pig Piggie and the baby elephant Gerald in the story, the life of this pair of friends can be described as fun, sparkling, and laughter. In the book "I broke my trunk", the pig found a bandage on the nose of the elephant, so he asked him "Gerald! What happened to your trunk?" The elephant said, "It is a long, crazy story." Like a stand-up comedy, the story tells the little pig a long twist of lifting a hippo, raising a rhinoceros, lifting a hippo's sister, lifting a piano... The pig rushed to ask "Gerald! How did you break your trunk?" The little elephant shook out the baggage "Well, I was so proud of what I had done...that I ran to tell my very best friend about it But, I tripped and fell...and broke my trunk." The original nose was not because the hippo, rhino, and piano were too heavy, but the elephant forgot to fall. Until now, the funny story is not over yet. The pig feels that this is awesome and fun. She has to rush to tell her friends... Guess what? At the end of the picture, a little squirrel saw the pig with a bandage on his nose and asked her "Piggie! What happened to your snout?!" The pig answered helplessly, "It is a long, crazy story." What makes people laugh?

### ***3.2.4 Appreciation from the perspective of capacity development***

Some English-language cognitive pictures designed for children of a young age are designed into novel styles such as flipbooks, hole cardboard books, and 3D stereo books, effectively integrating English enlightenment, natural cognition, hand-eye coordination, and logical thinking together. Some English science textbooks for children of school age can also exercise children's language expression ability, cultivate children's ability to sort out inductive knowledge, stimulate children's fertile imagination, and encourage children to explore the natural science world's curiosity. The strength of children of different ages to obtain from the picture book is different, such as "The Very Hungry Caterpillar" of the very grandfather, Eric Carle. The younger children can learn to count, learn the day of the week, the

names of various fruits; relatively older children may be concerned with the growth of caterpillars, from a small egg to a little caterpillar to the final process of breaking into a butterfly.

The children's world is full of unknowns, and they are full of infinite curiosity and imagination about what the whole world has had, what is available, and what may be in the future. The American writer Bernard Most's dinosaur series of picture books, compared to the boring dinosaur science books, the imagination can burst the child to scream. For example, if the Dinosaurs Came Back, if the dinosaurs come back, what would the world look like? When we are in a traffic jam, we ride a dinosaur to go to work; ski on the back of the dinosaur; the dinosaur can help the librarian to remove the book at the top of the bookshelf; the dentist should lie in the big mouth of the dinosaur to help it check the teeth; the dinosaur can even push us at the beginning of the dark clouds... In short, in the hearts of the author and the children, if the dinosaurs come back, all the right things in this world will happen. What you have thought of, who did not dare to believe, are all on paper.

### ***3.2.5 Appreciation from the perspective of growth education***

The picture book brings to the children, in addition to those colorful pictures, creative and rich stories, but also let the children through the picture book to understand the world, feel the human feelings, and even more, can make the children shape good character when reading the picture book, find the direction of life. This type of picture book is usually a series of picture books, the story of the hero is the same, but the content of each book is different, involving all aspects of the child's life so that the small readers feel empathy and find resonance. For example, the Biscuit series, the small biscuit is a puppy, its story is like the child's life story, it is like a small partner at your fingertips, its story is warm, laughter, difficult, frustrated, moved, victorious. It also asks a variety of requirements when you don't want to sleep: I want to play! I want a snack! I want the light on! I want a story! I want a kiss and hug! Is it the same as the baby who asked for the bed before going to bed?

The same is true of the Frog Froggy series of picture books by the famous American picture book writer Jonathan London. Froggy is a happy little frog, which has small problems of most children: noisy, naughty, and a little bit lost. The theme

of this series of picture books is also about children's daily life, such as Froggy rides a bike, Froggy learns to swim, Froggy plays soccer, Froggy goes to school, Froggy goes to the doctor, Froggy's day with dad. Similar series of such pictures include "Oliver Pig and Amanda Pig", Edward Marshall's "Fox Collection", Mercer Mayer's "Little Critter series", David Shannon's Autobiographical picture books "David series", etc., The protagonists in these stories are sometimes innocent and brave, sometimes mischievous, occasionally humorous and funny, and they are accompanied by the most intimate friends to grow up with the children.

### ***3.2.6 Appreciation from the perspective of excavation and exploration***

Just as some directors like to give the audience a surprise egg after the movie is finished, many picture book writers are also keen to bury the surprise eggs in the picture book to see whether small readers can carefully observe and carefully dig out the treasures. The British surrealist Anthony Browne is such a genius of burying surprise eggs. He often hides the abundant humor of his own in his book, waiting for the careful little readers to discover. In his book "My Dad", he puts on the same animal image in the story as his father's plaid pyjamas, so that his father's appearance is ever-changing; the sun's pattern is hidden everywhere in the picture, and the stool legs are quietly replaced by horseshoe; the last page of the child and dad are genuinely in love with the background drawn behind them and carefully look at the annual ring that represents time.

There is also the author of John Burningham's experimental pioneer, "Come away from the water, Shirley", is also particularly worthy of the reader's taste. Unlike the conventional sequenced picture book, this book is a different story. In the spread of a page, the left and right pictures seem to be unrelated. The main characters on the left side are Mom and Dad and two lounge chairs. The background is pure and monotonous. Mom and Dad have no substantial movement changes on the recliner. There is a clear border line around the drawing. The main character on the right side is Sally. The background color is rich and beautiful, and each picture is very different. Full of fantasy adventures, there is no clear border line around the drawing. As you slowly read it, you will find that the left and right parts are two worlds, one is a dull, realistic, adult world; and the other is a lively, adventurous, fantasy, child's world.

#### **4. Children's English Picture Book creation**

##### ***4.1 Design a suitable title for the picture book***

4.1.1 The name of the picture book reflects the central idea of the whole story, and may also be the main character, the main thing, etc. The name of the English picture book for young children is the key to determining whether children should read or not. Therefore, establishing the name of the story is an essential part of creating a story about Children's English Picture Book.

When creating a Children's English Picture Book, we can think about a question first. What do I want to say? Then design the theme of the picture book based on the subject that you want to express. It can be a direct display of the substance of the content, such as "The giving tree", "The three pigs", "We're going on a bear hunt"; can be question-based, such as "Brown bear, brown bear, what do you see?", "Who needs doughnuts?", "How do dinosaurs say good night?"; can use anthropomorphic, metaphorical, exaggerated and other rhetorical techniques such as "Little blue and little yellow", "Diary of a worm", "The cat that lived a million times". It can also be based entirely on imaginary topics to attract reading interest from small readers such as "Go away, big green monster", "Don't let the pigeon drive the bus" or "Danny and the dinosaur".

##### ***4.1.2 The principle of taking the picture title is:***

The name should be simple. The names of children's English stories should not be too long. They should be easy to understand and master, and they should be named by natural things, people or events, probably a noun phrase: "The Three Butterflies", "The Hippo and I", "The Fox and the Crane", "Little Red Riding hood", etc., or the verb phrase: "Brushing and Flossing", "Look for Friends", "Catching a chief". It may be a simple sentence: "What Animals are in the Sea?", "Wolf is Coming!", "Guess! How Much I Love You?". Perhaps it is a wonderful onomatopoeia: "Splash, Boom, Crash".

Close to the theme. Each story has its unique charm and educational significance. When establishing the name of the story, we must grasp the theme, think about the central idea and purpose of the story we want to write, and combine the age

characteristics of the child, the way of thinking to establish the name of the story. For example, many children are picky eaters. We should tell the young readers that every food is good for their health. So we want to write a story about a three-year-old baby who is a picky eater. The story mainly tells the young protagonist to eat and picky food. If you like it, you are delighted to say "Yummy, Yummy!" If you don't like it, you will say "It's too hard to eat." Finally, the baby is so thin that looks like a bean sprout, and has no strength to do anything." The name of the story can be called: Bean Sprout.

#### ***4.2 Start to write story content***

The content of the story is the central part of the children's English Picture Book. Fresh story characters, vivid and interesting story plots, through the author's clever story writing techniques, combined to form a complete and attractive scene. After the children walk through it, they would harvest a lot, and the meaning is extraordinary.

##### ***4.2.1 Character characterization in the story***

Children's thinking and emotions are both pure and naive, and their imagination is vibrant. Many times they use adult "thinking in dreams" to understand real life. They may think that fruits, cardboard boxes, cars, dolls are all living, they can talk to each other, play together. Therefore, the characters in the children's story can be the people in the story, the people or things of interest (the mental activities given to them). The story can be "A busy kitchen" with a series of stories about the kitchen. For example, "The sadness of Tomato" describes a small tomato that is not popular with small owners and other vegetable and fruit's conversations. It is a series of character activities and psychological depictions so that children can enjoy the story in fun, feel the characters in the story. The characters in the resonance resonate and form their cognition and experience.

##### ***4.2.2 The plot construction in the story***

The greatest charm of the story lies in the storyline. The thinking of listeners and

readers in children's English stories is at the stage of perceptual and symbolic thinking and has not yet reached ABSTRACT logical thinking. Therefore, in the construction of the children's English storyline must be done: (1) open the door, direct the theme. The beginning of the story is not a long description and introduction. It is just a simple plot of a character, a scene, a time, or an event. It can be brought directly into the story. "The Wolf and the Old Women" started the story directly in the context of "A hungry wolf is searching for food everywhere." (2) The clues should be sequential and straightforward. Children's English storyline is generally described in the order in which things happen and develop, and one story writes one thing. It is not advisable to use flashbacks, spellings when writing. Avoid being too complicated, increasing the difficulty of the story so that the child cannot understand or lose the meaning of the story. (3) The plot is lively and educational. The power of the story lies in the content of the storyline itself. The storyline itself must have suspense to touch the hearts of the people. There are twists and turns to make the story fascinating. The writing should focus on the development of children's cognitive development and experience, and carry out careful design to make the story vivid and interesting. It also gives meaning to education. (4) The structure is complete, with head and tail. Incomplete stories are difficult to meet the psychological needs of children listening to stories.

#### ***4.2.3 Language use in the story***

Language is the tool of story creation, and the story is the carrier of language. The creation of children's English stories is inseparable from the author's understanding and grasp of the English language. At the same time, the language cognitive experience in early childhood is an essential part of our English story. The use of language in children's English stories should be: (1) The language is simple and fluent and easy to understand. In the creation of children's English stories, most of them are based on simple sentences, and the language of colloquialism is described. The writing is smooth and easy to understand. Avoid ambiguous, overly elegant written language, they are not easy for children to understand stories and master stories. (2) The language is vivid and operable. The master's mastery and understanding of the story is mainly a new cognition and experience formed through the connection of public language experience with life experience and emotional

experience. The language in the story must conform to the age characteristics of the child, vivid and easy to understand and master. At the same time, the nature of the child is always moving, and the nature of the imitation will always stimulate the children's desire to play the characters in the story. A good children's English story not only teaches children's cognition and reason, but also stimulates the nature of children's performances. (3) The language is humorous and passionate. The story stems from life, and the author can form a superb and humorous language by merely paying attention to the children's simple words, childish movements, and pure emotions. Therefore, humorous stories bring more than just pleasant emotions to children, as well as other emotional resonances, which contain a lot of knowledge and human reason in life. For example, in "Three Butterflies", white Butterflies, yellow Butterflies, and red Butters interpret the precious friendships between friends and friends through practical actions.

#### ***4.2.4 The principles for creating a story need to be noted:***

The content is consistent with the characteristics of young children. With the theme, we can start creating complete content around the theme. The process of creating a picture book is the process of communicating with the children's minds. We want to tell the children about the stories we want to tell so that they can understand and be willing to listen. When we create, we do not tell a story from the perspective of adults, but we must consider what we want to create in the perspective of promoting the development of young children. Therefore, the content of the picture book must be in line with the cognitive level of the small readers, close to their life experience, respect their aesthetic taste, and stimulate their reading interest. For example, the series of pictures of the little brothers and sisters, "Oliver Pig and Amanda Pig", are all about the family life and campus life of the little brothers and sisters. They make new friends, go to school on the first day, make biscuits with their mother, come home. being a guest, etc. These stories show the readers their life, and the children have a sense of substitution in reading. At the same time, young readers also feel the excellent character of the brothers and sisters' honesty, friendship, innocence and curiosity.

The language is simple, vivid and imaginative. In the writing of the picture book, we use the relatively simple sentence pattern when we create it, and it repeatedly

appears in the story, which is conducive to the child's imitation of the language. Sentences can be rhymed so that children can read it up, and they can also think about it so that children can read it and smile. Picture books such as "The Runaway Bunny", the bunny said that he would run away, rabbit mother said that I would catch you, she repeatedly with both dialogue "If you become a ..., I Will become a..." This sentence says, "If you become a small fish, I will become a fisherman; if you become a fisherman, I will become a stone in the mountains; if you become a stone, I will become If you become a mountain climber, I will become a small flower; if you become a small flower, I will become a gardener..." The warm and poetic dialogue between mother and baby will make the readers think of yourself and your mother.

#### ***4.3 Match the story with beautiful pictures***

The picture book is a storybook with pictures for children. It is an art form that perfectly combines pictures and words. Canadian scholar Perry Nodelma said in the book "The Pleasures of Children's Literature": "a picture book that contains at least three stories: stories told by text, stories told by pictures and stories comes after the combination."

Because of the age of young readers, most of the picture books are expressed in the order of story development. It can include the beginning, development, climax, and the end of the story. When we create, we can first draw the picture according to the plot of the story development, and then assign the corresponding text to the picture; we can also describe the whole story first, and then give the story content with the appropriate picture; even some parts can be expressed in words and some parts are displayed in pictures, which achieve the effect of graphic ensemble and complement.

### **5. Summary**

Children's English Picture Books have a special status in the development of children, so it is vital to guide children's appreciation and creation of picture books for the development of children's multiple intelligence. Many experts and scholars have proved through much research that literary works have a significant influence

on the development of young children. The vast majority of writers and many accomplished adults have also affirmed the importance of early reading. Therefore, it is essential to encourage young children to develop their interest in reading and literature, and it is crucial for young children to develop the habit of reading. This good habit will accompany them for the rest of their lives. Literature will enrich children's lives, help young children become talented and thoughtful people; more importantly, help them find the meaning of their existence.

### **References**

- [1] Liu Dixian(2018). Appreciation and application of children's English literature, Shanghai: Fudan University press.
- [2] Hehe Sunxiong, Song Juzhi(2011). The power of picture book, Guizhou People's Publishing press.
- [3] Peng Yi(2012). The picture book should read like this, Jieli Press.
- [4] Zhang Wei(2018). On the Application of the Strategy of Picture Book Creation inKindergarten. The road to success, no.6, pp.12-16.