

The Practical Study on the Use of Picture Books to Cultivate Children's Emotional Understanding Ability—— Takes the Middle Class of A Kindergarten in Xiaoyi City as An Example

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Abstract

A large number of studies at home and abroad have shown that good emotions of children play an important role in the physical and mental development of children, and the development of emotional understanding ability is a key link in the healthy development of children's emotions. Correct emotional understanding can help children correctly understand the emotions of others, thus better promoting the development of children's socialization. In recent years, the cultivation of children's emotional understanding ability has gradually become the focus of research in the field of children's health. In this study, literature, experiment and situational test were used. A total of 58 children in two middle classes of a kindergarten in xiaoyi city were selected as the research objects, and their emotional understanding ability was tested before and after using situational test materials. In the experiment, 29 children in the experimental class were given four-week emotional picture book teaching activities. In addition, other teaching activities of the control class and the experimental class were consistent. Through data collation and analysis, the effect of picture book teaching activities on the cultivation of children's emotional understanding ability was discussed. The research shows that there is a significant difference between the experimental group and the control group in the posttest of children's emotional understanding ability, and this emotional picture book teaching activity can effectively promote the development of children's emotional understanding ability. This study can provide a reference for kindergartens to develop children's emotional understanding ability.

Keywords

Middle class children;Ability to understand emotions;Picture books.

1. One, foreword

(1) Source Of topic selection

1. Theoretical sources. The importance of developing the ability to understand emotions. The study and development guide for children aged 3-6 points out that "emotional stability is the most important goal" in terms of health. In the health field of "kindergarten education guidelines", "adapt to the life of kindergarten, emotional stability" is an important teaching objective, mental health is the premise of good emotions, children have good emotional basis is a good ability to understand emotions. The promulgation of these important documents reflects the importance of children's emotions to the healthy development as well as the great importance the state attaches to early childhood education.

2. Sources of practice. The researcher found that there are many deficiencies in the emotional education of kindergartens in the many times of kindergarten novitiate activities. First of all, many kindergartens do not have special education and teaching activities for the cultivation of emotional understanding ability. In some kindergartens, emotional understanding is occasionally involved in the teaching activities of picture books, but it is also rare. In practice,

researchers also found that there were few picture books related to emotional education in kindergartens. Secondly, in practice, researchers also found that most preschool teachers have little knowledge of children's emotional understanding, and kindergartens also lack attention to this aspect. Therefore, researchers believe that kindergartens should improve this deficiency. Finally, the researchers have a strong interest in the emotions of children, the teaching activities of picture books in kindergartens, and the use of picture books in the education of children's emotions. Therefore, the researcher seriously considered three questions and proposed this study. First, how about children's emotional understanding ability? Second, what picture books should be selected for the experiment? Third, through the implementation of this activity, how is the effect of the experiment?

(2) Significance of topic selection

1. Theoretical significance. First, this study will help enrich the theoretical knowledge of emotional understanding ability education. Through the reading of literature, the researchers found that most of the current teaching in the cultivation of children's emotional understanding is conducted in the form of performance games, drama activities, theme music activities, etc., and few studies have been conducted with picture books. For the association between mood and picture books, mostly stay in the theory elaboration, such as the use of picture books for children's emotional education teaching mode, the characteristics of children's emotion understanding ability development and teachers' experience in emotion comprehension teaching of theoretical research on the aspects such as communication, and the use of picture books to carry out the practice of cultivating the ability of children's emotion understanding research rarely. Therefore, I think this practical study can enrich and expand the theoretical knowledge of the cultivation of children's emotional understanding ability. Second, this study will also help explore more functions of picture books. The researchers found that in previous studies, researchers mostly used picture books to improve children's language expression ability and art appreciation ability. In recent years, many studies also used picture books to carry out environmental education, compassion education, prosocial behavior education and life education, and few practical studies on picture books. Therefore, this study can well explore the multiple functions of picture books and use them to help children grow up healthily and happily.

2. Practical significance. First, this study provides reference for kindergartens and preschool teachers in emotional education from the aspects of picture book selection, activity design, activity mode and emotional understanding test. For example, this practice study discussed various ways of extending the teaching activities of emotional picture books in kindergartens, such as conversation, performance, game and painting, etc., and followed the close combination of four steps in the teaching mode, with remarkable teaching effects. Second, emotional picture book teaching activities were carried out in the middle class of a kindergarten in xiaoyi city, which helped the children who participated in the teaching activities to improve their emotional understanding ability. From the experimental results, we can see the development of children's understanding ability in different dimensions. Thirdly, more kindergartens and preschool teachers should pay attention to the education of children's emotional understanding. Through the observation in practice, the researchers found that many kindergartens and preschool teachers did not realize the importance of emotional understanding ability to the social development of children, so there is not enough attention in this regard. It is hoped that the implementation of this activity can cause more kindergartens and teachers to pay attention to children's emotions.

li. Definition of relevant concepts

(1) Picture books

Picture books come from the west, and the earliest definition of picture books comes from Kiefer (1982), who believes that picture books are a work of art, which conveys information to

people with words and pictures or only pictures through a few pages. Niko and Scott (2000) pointed out that a picture book is a book with a storyline, and such books are told in the form of pictures and words.

Chinese scholars have proposed some definitions of picture books. A scholar in Taiwan believes that picture books mainly focus on picture books, supplemented by books with words, or books with pictures only.

(2) Emotional understanding

Many people have conducted research on emotional understanding and put forward their own opinions. Camras believes that the so-called emotional understanding is the ability of children to understand the relationship between different emotional expressions, as well as various other psychological activities and behaviors.

Yang lizhu, a Chinese scholar, believes that emotional understanding is a person's different guess of the emotional feelings generated by his or others' inner heart. Yao duanwei, a scholar, believes that emotional understanding refers to the ability of each person to understand different emotions or situations. In this study, the researcher adopts the viewpoint of Chinese scholar Yang lizhu.

iii. Research methods and design

(1) Research objective

1. Test the children's emotional understanding ability in middle 6 and middle 7 classes, and design the teaching plan according to the existing deficiencies.
2. Carry out teaching activities, analyze the changes in scores of different dimensions of children's emotional understanding ability in the two classes after the activities, and draw a conclusion.
3. Reflect on the deficiencies of this practical research activity, and put forward educational Suggestions to kindergartens and preschool teachers for the development of children's emotional understanding.

(ii) Research hypothesis

The implementation of this picture-book teaching program has significantly improved children's emotional understanding in all dimensions.

(iii) Subjects

Kindergarten's choice: the practice research in (xiaoyi city spring Mr Flower flower nursery school, we have learned, the kindergarten has a long history of kindergarten, park has nearly 30 classes, teachers of nearly 90 people, about 900 students, larger scale, the site focus on young children's healthy development, and improve their own deficiencies, during the course of the development of also many times to participate in the municipal outstanding, focus on kindergarten comparison, and was awarded many times in order to "advanced unit".

Class selection: there were 7 middle classes in the kindergarten. This study randomly selected 58 children from two parallel middle classes as subjects. One class (29 children) is the experimental class (subject to emotional picture book teaching), and the other class (29 children) is the control class, without the implementation of picture book teaching activities. Moreover, the number of boys and girls in the two classes was similar, including 14 girls, 15 boys, 15 boys and 14 girls in the sixth class, and the seventh class. Therefore, the influence of this aspect on the experiment could be excluded.

Preschool teachers' choice: we choose the preschool teacher who teaches in class 6, Mr. Wang. Mr. Wang has been engaged in early childhood education for 13 years and has rich experience. He has also been engaged in the teaching of picture books for more than five years. He knows a lot about picture books and can give a lot of help to researchers in the selection of picture books

and the design of teaching plans. In addition, teacher wang is skilled in professional skills and can better help researchers to complete pre-set teaching tasks in experiments.

(4) Research methods and tools

1. Literature review. In the process of topic selection and research, researchers have collected a large number of relevant materials, including works and research results in six aspects, including preschool children's characteristics, emotional management, picture book teaching, children's emotional understanding and development, how to choose picture books for teaching and test methods of emotional understanding. In the selected topic, the researchers to make full use of the Internet search engine to provide convenient conditions, related resources of books and academic journals on the Internet to conduct a comprehensive search, in order to get the latest research results, make the researchers for their research direction has a more comprehensive understanding and accurate grasp, in order to better complete the practice research.

2. Experimental method. This study USES experimental method are studied, the experimental group (six) in the picture books teaching effect, good control of independent variables (in addition to the picture books teaching activities, the rest of the course is consistent, the early stage of the two classes level is roughly same, tester for the same individual, etc.), the use of the experimental group and control group before and after the change of the test results, illustrate the effect of the experiment.

(1) Experimental procedures.

This research can be roughly divided into three stages. The first stage is the preliminary test stage: the two classes (middle six and middle seven) that have been selected to participate in the experiment are tested for their emotional understanding ability in the early stage. The pre-test data are obtained and analyzed to ensure the homogeneity of their emotional understanding ability in the early stage. The second phase of implementation stage: picture books teaching activities according to the different dimensions scores in a pretest, researchers with the kindergarten middle shift teacher wang to select in line with the research topics of picture books, and designed to improve the development of children's emotion understanding picture books teaching activity plan (see the appendix), in the experimental class (six) for a month, three times a week, a total of 12 times, about 30 minutes of picture books teaching activities. In addition, the experimental class and other control class teaching activities are in accordance with the provisions of the school curriculum, keep consistent. The third stage is the post-test and data analysis stage: after the end of the teaching activities, the same tester will continue to use the tools used in the pre-test to carry out the post-test, sort out and analyze the data, and draw relevant experimental conclusions.

3. Situational testing. In this study, situational test was used to test the scores of children's emotional comprehension before and after different dimensions. Before the implementation of the test, the researchers chose a relatively quiet place, avoid environmental influence on the test, later in the test link before experiment, the tester using the required test materials, for young children before and after the test, at the same time, in the mood to understand the task record registration each children's scores of each dimension and the answer.

The testing process can be divided into two parts: in the first part, the tester first gives the pictures required by the children's emotional understanding story (see appendix), and tells the story corresponding to the picture (see appendix). In the second part, after telling the story, children are required to point out the most appropriate pictures with their fingers to explain their understanding of the mood of the characters in the story.

(v) Data processing

In this study, the data obtained from situational test were processed by data processing software SPSS19.0. In the process of data processing, the independent sample t test was used to

compare the differences between the experimental group and the control group before and after the test, and the paired sample t test was used to compare before and after the test of the experimental group and the control group before and after the test, and the collected data were analyzed to draw relevant conclusions.

Iv. Practical research on emotional picture book teaching activities

(I) preliminary preparation

1. Pre-test comparison of children's emotional understanding ability between the experimental group and the control group.

Table 1. Pre-test comparison of emotional understanding ability between the experimental group and the control group

	Pretest of the experimental group		Control group pretest		t	P
	M	SD	M	SD		
Facial expression recognition	0.76	0.44	0.69	0.47	0.579	0.565
Based on exogenous emotional understanding	0.62	0.49	0.52	0.51	0.786	0.435
Wish-based emotional understanding	0.55	0.51	0.59	0.50	0.261	0.795
Emotional understanding based on belief	0.90	0.31	0.83	0.38	0.752	0.455
Understanding based on emotional cues	0.90	0.31	0.83	0.38	0.752	0.455
Understanding the possibility of emotional regulation	0.14	0.35	0.21	0.41	0.686	0.496
Mixed emotional understanding	0.21	0.41	0.24	0.44	0.310	0.758
Moral emotional understanding	0.38	0.49	0.41	0.50	0.264	0.793
Total score	4.45	1.02	4.31	1.04	0.510	0.612

As can be seen from table 4.1, there was no significant difference in scores of different dimensions of children's emotional understanding ability between the two groups, and no significant difference in P value ($P > 0.05$). It can be concluded that the development level of children's emotional understanding ability in the pre-test stage is roughly the same in the experimental group and the control group, that is, the pre-test stage is roughly the same in the experimental group and the control group. Further experimental studies can be carried out.

2. Design of teaching activities. After the completion of the pre-test, the researcher and the kindergarten teacher designed the program by referring to the teaching mode and steps of emotional picture books proposed by liu yunyan and liu ting according to the scores of each dimension of children's emotional understanding and their wrong understanding of emotions. Investigated preschool (GSM) characteristics, be fond of, choose the suitable picture books to carry out the teaching activity design, subject to happy, angry, sad, fear of four of the most common mood is given priority to, and the mixed emotion understanding and moral emotions, understood as a supplement, chose six picture books books, respectively the feifei was angry, I'm so sorry, I'm so happy, I'm afraid, "double flavor emotions" and "the adventures

of the pig".Six basic activities and corresponding extended activities are developed according to the different emotional understanding contents shown in the picture books. There are various teaching methods, such as conversations and games.In the goal design of the activity, the researcher focuses on helping children to identify and understand a variety of different emotions to highlight the teaching task.For example, in the basic reading activity of "I am so sad", the activity plan sets the following goals: 1. Make children like reading picture books and learn to keep a happy mood.2. Understand the expression state of the sad mood and know how to adjust it.Understand the sad emotional events in the book and awaken similar emotional experiences.The detailed activity name, activity goal and activity process design are shown in the appendix.

(ii) implementation of picture book teaching activities

The teaching practice stage of emotional picture books in this study is the core link of this practical study. In the process of activity implementation, the program is timely adjusted according to the actual situation to ensure the teaching effect. Activities include:

1. Basic activities. Children's understanding of the story and the reasons for the emotion are all derived from the basic activities. The performance of the protagonist in the face of different emotions (including expression, action, language, etc.), and the basic reading activities in the changes and results of the emotions in the story. This study aims to better help children learn emotional understanding and acquire knowledge of emotional understanding through the implementation of picture book teaching activities.

The basic activities have four main links. The first link stimulates children's interest in reading. In this research practice, the teacher guides children to carefully observe the actions, expressions and other pictures of the protagonist in the picture books, which can show different emotions of the protagonist. This link in the concrete activity effect is also very good. For example: in the teaching activity of "feifei is angry", the first step is to observe the angry picture of feifei and ask questions: "children, let's guess what happened to our feifei today? How do you tell?" After the teacher asked questions, the children carefully observed the pictures and answered the questions actively. The classroom atmosphere was very active.

In the second part, lead the children to read and understand the pictures. In specific practical activities, the teacher gives positive guidance in terms of the reasons for the different emotions involved in the picture book stories, the changes and expressions of the characters after the emotions are generated, and the practices of the protagonists in the stories. For example, in the teaching activity "I am so sad", when the teacher guides the children to understand the causes of the sad mood, the teacher asks: "when will the bear be sad? Next we observe the picture together, everybody says together!". The teacher plays the PPT and leads the children to read the pictures when the bear is sad. The children answer the questions in the reading process: "he wants to play with his friends, but no one wants to play with him; When he wants to talk to his mother, but she ignores him;He is sad when he sees other children sad...".

Third link, the picture adds the text to read. When different children are looking at the same picture, each child has a different idea, which contains correct understanding and wrong understanding. This requires preschool teachers to help children, in order to make a correct understanding. Example: in the teaching activity of "I'm so scared", there is a picture that the mother is ready to leave home with her bag, and the little bear stands aside with a bag in her hand. Some children interpret the picture as that the little bear thinks it's sad that his mother is going to send him to the kindergarten, or she just finds the little bear very sad when she comes home. "Or" when mommy is going to leave the bear."

The fourth part is the discussion. According to relevant literatures, interactive discussion can be divided into three situations: first, discuss the content of picture books. For example, after the preliminary reading of the picture book, teacher wang guided the children to recall and

discuss the content in the picture. Why is the little rabbit so happy? Second, according to the children's existing memory discussion, and then lead to make memories for discussion. Such as: wang using picture books in the adventures of the pig ", according to the pig day occurred in different story, different mood analysis teaching, and encourage children to imitate the piglets, according to their own situation, express their emotions changing each day, this discussion to consolidate the infant brain for emotion understanding. Thirdly, the discussion on practical operation of different emotional problems in children's life is triggered. For example, in the discussion on the regulation methods of different negative emotions, teacher wang encouraged children to have group discussions on the methods to change negative emotions in teaching, hoping that children could correctly regulate negative emotions in practice.

In this study, we make every link of the design and the implementation of activities to be able to highlight the focus in the study of teaching, in teaching young children in learning painting this story content learned how to understand the different mood, and give prominence to the children's subjective experience and the feeling, actively guide children develop their emotions with the help of picture book understanding ability.

In this reading activity we are in the process of the implementation of all kinds of problems, such as: from the point of preschool classroom performance, good performance in reading picture books, most children can actively performance, keep up with the teacher's pace, understand the content of the story, but in the interactive discussion, the child is easy to out of the classroom, according to the status quo, which requires teachers to use teaching skills, guide children to return to the classroom, such as wang in the discussion questions, walked to the student center, etc.

Stretch activities .It is to deepen and consolidate children's acquired knowledge. There are various forms of extended activities, such as conversation, painting, games, story sharing and picture book performance. In this study practice, in the terrible thing happened the story of the performance, to encourage young children show Sherman Smith terrible mood state, in the performance in understanding the reasons for fear, and encourage children to seek different ways of regulating, young children learn to imitate fear the performance of understanding. In the extension activity of angry emotion education, children are guided to tell their own experience and listen to others' stories by sharing their own stories. In such an environment, deepen children's understanding of angry emotions. In the painting extension activity of sad mood education, the teacher guides and encourages the children to draw the expression features when they are sad, the reasons for their sadness and the methods to adjust them. The children's paintings constitute a comic strip, which enables them to learn to express their emotions with paintings and deeply understand the state of sad emotions.

(3) experimental results and analysis

1. Pre-test and post-test comparison of children's emotional understanding ability in the experimental group.

Table 2. Comparison of pre-test and post-test of children's emotional understanding ability in the experimental group

	Pretest of the experimental group		Post-test of the experimental group		t	P
	M	SD	M	SD		
Facial expression recognition	0.76	0.44	0.97	0.19	-2.703**	0.012
Based on exogenous emotional understanding	0.62	0.49	0.90	0.31	-2.816**	0.009
Wish-based emotional understanding	0.55	0.51	0.93	0.26	-4.137***	0.000
Emotional understanding based on belief	0.90	0.31	0.97	0.19	-1.440	0.161
Understanding based on emotional cues	0.90	0.31	0.90	0.31	0.000	1.000
Understanding the possibility of emotional regulation	0.14	0.35	0.69	0.47	-5.870***	0.000
Mixed emotional understanding	0.21	0.41	0.86	0.35	-6.384***	0.000
Moral emotional understanding	0.38	0.49	0.52	0.51	-1.072	0.293
Total score	4.45	1.02	6.72	1.03	-8.531***	0.000

By table 2 we can see that the experimental group before and after the test based on the desire of emotion understanding, the understanding of the possibility of emotion regulation, mixed emotion understanding these three aspects are extremely significant differences ($P < 0.001$), based on the external cause emotion understanding there is a very significant difference ($P < 0.01$), significant differences in facial expression recognition ($P < 0.05$), based on the belief of emotion understanding, emotions suggests that understanding and moral understanding difference was not significant ($P > 0.05$). On the total score, the experimental group before and after the test, there is extremely significant difference ($P < 0.001$), and is characterized by a pretest score significantly higher after the test, it shows that the experimental group after young children in the picture books teaching experiment, in addition to understand based on the belief of the mood, emotion suggests that understanding and moral emotion understanding these three dimensions, the rest of the dimensions of emotion understanding ability have been improved significantly. In-depth analysis of the data, it is concluded that: in the aspect of emotion understanding based on the belief that a pretest $M = 0.90$, $M = 0.97$, after the test in terms of emotional suggests that understanding, measured before and after the $M = 0.90$, before and after the two dimensions of the test scores are relatively high, so in the dimension of no significant difference before and after the test, and in terms of moral emotion understanding, before the $M = 0.38$, $M = 0.52$, after test before and after the test scores are relatively low, reflection to design and implement the teaching activities, less in the dimension design of content.

2. Pre-test and post-test comparison of children's emotional understanding ability in the control group

Table 3. Comparison of pre-test and post-test of children's emotional understanding ability in the control group

	Control group pretest		Control group after test		t	P
	M	SD	M	SD		
Facial expression recognition	0.69	0.47	0.72	0.45	-1.000	0.326
Based on exogenous emotional understanding	0.52	0.51	0.55	0.51	-1.000	0.326
Wish-based emotional understanding	0.59	0.50	0.62	0.49	-0.441	0.663
Emotional understanding based on belief	0.83	0.38	0.76	0.44	0.812	0.424
Understanding based on emotional cues	0.83	0.38	0.72	0.45	0.902	0.375
Understanding the possibility of emotional regulation	0.21	0.41	0.31	0.47	-1.140	0.264
Mixed emotional understanding	0.24	0.44	0.28	0.45	-0.297	0.769
Moral emotional understanding	0.41	0.50	0.41	0.50	-0.348	0.730
Total score	4.31	1.04	4.38	1.12	-1.000	0.326

It can be seen from table 3 that there was no significant difference in the scores and total scores of each dimension of children's emotional understanding ability in the control group before and after the test. It indicates that the emotional understanding ability of children in the control group has no significant change before and after the experiment, and the emotional understanding ability of children in class 7 has not been significantly improved.

3. Posttest comparison of children's emotional understanding ability between the experimental group and the control group.

By table 4, we can see that the experimental group and control group in children emotion understanding comparison after the test, in the understanding of mixed emotion there is extremely significant difference ($P < 0.001$), the possibility based on external emotion understanding and emotion regulation understanding and based on the desire of emotion understanding there is a very significant difference ($P < 0.01$) in facial expression recognition, based on the belief of emotion understanding there is a significant difference ($P < 0.05$). There was no significant difference between the understanding based on emotional suggestion and the understanding of moral emotion ($P > 0.05$), and the significance of the total score was $P = 0.00$, with extremely significant difference. This shows that emotional picture book teaching activities have a significant effect on the cultivation of children's emotional understanding ability.

Table 4. Posttest comparison of children's emotional understanding ability between the experimental group and the control group

	Post-test of the experimental group		Control group after test		t	P
	M	SD	M	SD		
Facial expression recognition	0.97	0.19	0.72	0.45	2.646*	0.012
Based on exogenous emotional understanding	0.90	0.31	0.55	0.51	3.129**	0.003
Wish-based emotional understanding	0.93	0.26	0.62	0.49	3.000**	0.005
Emotional understanding based on belief	0.97	0.19	0.76	0.44	2.353*	0.024
Understanding based on emotional cues	0.90	0.31	0.72	0.45	1.687	0.098
Understanding the possibility of emotional regulation	0.69	0.47	0.31	0.47	3.068**	0.003
Mixed emotional understanding	0.86	0.35	0.28	0.45	5.495***	0.000
Moral emotional understanding	0.52	0.51	0.41	0.50	0.780	0.439
Total score	6.72	1.03	4.38	1.12	8.312***	0.000

2. Thinking and Suggestions

(1) Thoughts on the design and implementation of the research activities

First, the respect is designed in the activities of the present study, the researchers and kindergarten teachers based on the teaching activities of the income before the trial test result, the selection and picture books for teaching the design of the concrete teaching activity plan, for example, in the understanding of mixed emotion dimension choosing picture books, the researchers selected the "double flavor emotions", in basic reading activity, the teacher will be four link closely linked, the teaching effect shows: For the experimental group, there was a significant difference in the understanding of mixed emotions between the pre-test and post-test. The M value developed from 0.21 to 0.83, $P=0.000$.

Second, implement the deficiencies of this activity, the study on the practice of six basic picture books reading activities and the corresponding six extension activity, which involves the understanding of children's moral emotion education plan, less so in the later evaluation result of children's moral emotion understanding ability is not improved, so I hope in the later research can continue to increase this part of the teaching, improve the research.

Third, on the way extension activities conducted, the extension of the study activity remains to be rich, because time relationship, this study involves only the extension of classroom form, in addition, should also increase the extension of classroom, such as: the creation of venting Angle, children write mood diary, mood thermometer environmental creation, etc, to the cultivation of emotion understanding ability through effects every aspect of life.

(ii) relevant educational Suggestions

1. Advice for kindergartens. First, the kindergarten should focus on young children's emotion, and to provide a variety of teaching equipment, to encourage teachers to carry on the emotion education, such as providing emotional topic class picture books, according to the researcher's research practice, the researchers found that in many kindergartens mood picture books are still very few, in this study due to the lack of picture books, used the multimedia in collective

teaching, but many studies have shown that compared to the many advantages of multimedia in books. Therefore, kindergartens should purchase as many emotional picture books as possible for teaching use, and put the books in the corner for children to read after class, so as to continuously develop children's emotional understanding ability in reading.

Second, kindergartens should provide teachers with more training in teaching skills of picture books, give teachers more opportunities and help teachers grow. For example, experts are invited to the kindergarten to carry out education and training in this aspect, and teachers are encouraged to participate actively; In addition, lectures, evaluations and mutual assistance and communication activities in this aspect can also be organized in the park to encourage teachers to actively participate and thus help teachers grow.

2. Advice to teachers. First, preschool teachers should always pay attention to their children's emotions in daily life and provide them with emotional education and positive guidance. Pay more attention to the important documents issued by the state, and keep practicing. In practical observation, researchers found that children would have a variety of adverse emotions, but many teachers would take a ignored way, which will cause psychological harm to children. This requires teachers to carefully study the requirements of the guidelines and guidelines, and through their own strength, guide children to form a good emotional understanding, the development of children's emotional ability.

Second, preschool teachers should constantly improve themselves, the growth of teachers only in the continuous personal practice and continuous self-learning, can continue to develop. Therefore, kindergarten teachers should take part in more trainings related to the teaching of picture books, read more emotional education books, and participate in more teaching competitions to exercise and achieve self-fulfillment in practice, so as to better guide children.

Thirdly, preschool teachers should learn to innovate constantly. Only innovation can help children grow up faster. In the context of the research, first of all, the researchers in the design of extension activities way, should be continuously grope for more diversified and teaching methods suited to the characteristics of the children, such as in painting activities, teachers encourage children to to talk to the painting and their sad mood changes, young children while learn to understand other people sad mood, explored the possibility of sad emotion regulation of a variety of channels, the results showed that: in the activities of picture books teaching in class six children score in this dimension appears extremely significant change ($P = 0.000$). This is worth more teachers to learn from. Secondly, in teaching with picture books, teachers should fully explore the different functions of picture books and use them for other educational activities, such as life education, responsibility cultivation, environmental protection and character education. Finally, teachers should constantly innovate their thinking and pay attention to all textbooks that can be used for education in daily life. In this study, in addition to using picture books for education, teachers can also create their own picture books to find textbooks from children's life experience and make good use of the materials around to educate children. Besides, we should pay attention to teaching students according to their aptitude.

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