

The Teaching Value, Dilemma, and Implementation Strategy of Integrating Picture Book Stories into Primary School Language Classes from the Perspective of Curriculum Ideology and Politics

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Abstract: Picture books, as a reading material combining graphics and text, with their rich visual elements and concise and powerful language, have become an important auxiliary tool in primary school language teaching, and the contents of picture books can often trigger the resonance of the students so that they can subconsciously accept the moral education and the inculcation of values. Primary language teaching is not only limited to the traditional teaching of knowledge transfer, but also requires students to read picture books through classroom practice, in-depth exploration of the elements of thought in teaching, and the gradual implementation of the core qualities of the language curriculum. The purpose of this paper is to discuss the use of primary language picture books in teaching, and how to integrate them with the curriculum of ideological and political education, to promote the overall development of students.

1. Introduction

Unlike traditional Chinese teaching materials, picture books are presented pictorially, with pictures and words intertwined and complemented to tell a story that conforms to the cognitive characteristics and developmental needs of primary school students. Primary school students are in the transition period between the preoperational stage and the concrete operational stage, and their thinking mode is based on image thinking, and abstract logical thinking is in the budding stage. When facing the text, they do not have a high degree of acceptance, they can not fully understand the book's content through the teacher's explanations, and they can not sublimate the feeling of the value of the book's ideas. Compared with colorful picture books, students are more willing to learn actively, not easily distracted, and more active learning rather than teacher "instillation". Meanwhile, students' sensitivity to pictures is much higher than their sensitivity to words. When reading picture books, students can receive the information on the pictures more intuitively, and transform the pictures and the concise words that carry a lot of story information into their internal cognitive language. In this process, students' figurative thinking is developed, and abstract logical thinking is further enhanced.[1]

Curriculum ideology and politics is a comprehensive educational concept that takes the

fundamental task of cultivating morality as its mission, the teacher team as the “main force”, curriculum construction as the “main battlefield”, and classroom teaching as the “main channel”. It is a comprehensive education concept that combines explicit and implicit education, focuses on the collaboration of various academic segments and disciplines, and integrates value shaping into the process of knowledge imparting and ability cultivation.[2]“Teachers, preaching, teaching and solving puzzles”, 'educate people' should first 'educate morality', the education process pays more attention to the organic unity of preaching, teaching and solving puzzles and educating people and talents, which carries the mission of cultivating new people with noble character and excellent talents. The content of the Chinese ideology and politics course should always adhere to the principles of moral character, moral education, and moral teaching. It focuses on strengthening the education of students' worldview, outlook on life and values, inheriting and innovating the excellent traditional Chinese culture, and actively guiding contemporary students to establish a correct outlook on the country, the nation, history, and culture. The integration of the Chinese picture book teaching with the course of ideological and political teaching, breaks the traditional barriers to teaching, so that students have a different perspective on traditional classroom learning, interest in learning, and are more willing to actively participate in the learning process.

2. The Teaching Value of Picture Book Stories Integrated Into Primary School Chinese Classroom from the Perspective of Curriculum Ideology And Politics

2.1. Establishment of a Correct Outlook with the Help of Picture Book Images

The images in picture books usually have vivid images, distinctive personalities, and other qualities. These images touch students' hearts with their unique charms, thus triggering strong emotional resonance in them. This teaching process embodies the principle of ‘emotion first’ in educational psychology, which means that through emotional stimulation and guidance, students' cognitive development and character development are promoted. By establishing an emotional connection with students, these images quietly transmit the correct three views they contain to students, shaping their healthy character and spirit. Therefore, the integration of picture books into the teaching of daily Curriculum Ideology and Politics in primary school language can not only make the characters in the textbooks more three-dimensional and full, so that the students can feel the impact of the mind that words can not bring through the language of pictures, thus further sublimating the image connotation of the text. At the same time, students are also more able to appreciate the spiritual power of the text, through the image of the role model, in all aspects of learning and life consciously establish a correct worldview, outlook on life, and values.

The use of picture books in the teaching of red revolutionary culture in primary school Chinese textbooks can deepen the penetration and influence on students' ideological and political education. Picture books can make complex historical events and the spirit of heroes more visually accessible, helping students to understand the historical context and the unique character traits of each figure. This approach allows students to appreciate the visual aesthetics while fostering both cognitive and emotional engagement. Through this dual construction, students gain a deeper understanding of the heroic deeds and noble spirit of revolutionary martyrs, enhancing their sense of historical responsibility and mission. Therefore, the use of picture books in the learning of the Red Revolutionary Culture chapter in Chinese primary school language enhances the effect of ideological and political education, promotes the overall development of students, and guides students to set up a correct outlook on the three concepts and lofty ideals in primary school.

For example, in the study of the unified version of the primary school Chinese textbook, the sixth-grade book 'my comrade Qiu Shaoyun Class, supplemented by the picture books Qiu Shaoyun used in classroom teaching, not only can create a red cultural learning atmosphere, promotes the

implementation of the teaching, but also allow students to facilitate the understanding of the content of the text, the student's emotions into the battlefield of the intense and tense environment, so that the students can be more immersed in the feeling of the war situation at the time of the crisis and Qiu Shaoyun mood changes to help the teacher complete the teaching task, break through the key points of teaching and sublimating the theme of the learning.

2.2. Using the Language of Picture Books to Enhance Social Skills

Primary school is the most important educational starting stage in life, and the important value of Curriculum Ideological and Political courses lies in guiding children to live towards goodness and virtue, which is related to the stability and healthy development of the whole society. For primary school students, the value of ideological and political education lies in the promotion of students' sound personality development, moral cultivation, and cultivation of civic awareness,[3] which is mainly reflected in the concrete practice of being kind to others, having good language expression and interpersonal skills, which means being able to use language correctly in different occasions, and being able to reasonably dominate one's own emotions and tone of voice. For example, when asking for advice, students can use polite attitudes and language to ask questions and thus seek answers; they can take the initiative in interpersonal interactions have good social skills, and so on. Chinese teaching at the primary school stage plays a key role in cultivating students' social skills, and the best way to teach interpersonal communication in language texts and units is for teachers to create miniature social situations. The intuitive situational nature of picture books can make up for the shortcomings of textbooks in this regard, and as a novel teaching force injected into the teaching, it can effectively promote the enhancement of students' social and interpersonal skills, and then promote the overall development of students. From a psychological point of view, this kind of contextual simulation helps students to experience and learn social skills in a safe environment through the mechanism of 'vicarious learning', and to learn to appropriately express their feelings and needs in different situations.

The language of picture books helps to develop students' empathy, enabling them to empathize with the story characters on an emotional level and then to understand and internalize social norms and emotional communication skills. This process reflects the core idea of constructivist learning theory, that is, learning is a process in which learners actively construct new knowledge based on their existing experiences. The language of picture books is often told from students' 'perspectives, telling stories and cases from students' lives, and the tender and delicate way of expression, which is close to students' lives, makes students more receptive to it, enhances their social sensitivity, and lays the foundation for them to show a higher level of respect and tolerance in complex social environments in the future. The development of their empathy, from the perspective of cognitive psychology, is an important milestone in the development of students' social cognition, which has a far-reaching impact on the formation of positive social attitudes and behavioral patterns.

For example, in the Oral Communication section of the Grade 2 Upper Primary Chinese textbook, "Consultation" in Language Garden 5, the Grade 2 Lower Primary Chinese textbook's Oral Communication section, "Pay Attention to Your Tone of Voice," Language Garden 1 in Grade 3 Upper Primary Chinese textbook, "Ask for Advice," and Language Garden 7 in Grade 3 Lower Primary Chinese textbook, "Advice," all emphasize the cultivation of students' oral expression skills, enabling them to improve their interpersonal communication skills, empathy, social adaptability, and relationships with family members, classmates, and friends. This, in turn, helps establish harmonious parent-child relationships in families, enhances cohesion, a sense of belonging, and a sense of honor in the class, and creates a harmonious and progressive class atmosphere. For example, teachers can integrate picture books such as 'I Have a Friendship for Rent' and 'Please

Don't Interrupt' into Chinese classroom teaching to strengthen students' social skills when teaching students in the corresponding sections.

2.3. Moral Development Through the Use of Picture Books

Stories in picture books often contain rich elements of moral education. By expressing the themes of justice, bravery, friendship, and respect, they lead students to receive moral education naturally while reading happily. These stories are presented in specific situations with vivid characters and concrete moral education, which make abstract values more tangible and relatable. Unlike traditional lectures, this approach resonates with students on an emotional level, inspiring them to integrate these moral values into their actions. [4] This method of teaching goes beyond the conventional didactic framework, achieving a 'silent' educational effect, where values are instilled subtly but effectively. This kind of teaching transcends the framework of traditional moral preaching, thus achieving the educational effect of 'silently'.

For example, in the picture book "Food on the Plate," author Yu Hongcheng not only recorded the nearly disappearing traditional farming methods using watercolor and realistic painting styles but also presented the main stages of farmers planting rice to students using the order of the 24 solar terms. [5] Students can not only appreciate the artistic aesthetics contained in the pictures while reading the picture book but also feel the ideological connotations contained in the information presented by the pictures, thus deeply understanding the profound theme and essence of the picture book. The picture book "Food on the Plate" can effectively convey the idea of saving food and appreciating the hard work that goes into every meal to students. It can also be used in combination with the ancient poem "Ji Nu (I)" required for students to learn in the second grade of the revised primary school Chinese textbooks and can be used as a supplementary reading material for the poem. The picture book can not only serve as a prelude to the class, skillfully leading the teaching process, but also as a post-class extension, assigning cross-disciplinary moral education homework to achieve the integration of knowledge and morality, thus enabling students to learn to reject waste and cherish food, shape a correct worldview of loving labor and active life, and receive moral cultivation and improvement.

3. The Realistic Dilemma of Integrating Picture Books Into the Primary School Chinese Classroom in the Perspective of Curriculum Ideology and Politics

To truly integrate Curriculum Ideological and Political into primary school Chinese picture books for teaching reform, first of all, we must clearly understand the problems that the teaching process of picture books is now facing, so that we can purposefully promote the role of Curriculum Ideology and Politics concepts, and play a role in guiding education. The author searches, collates, and analyses the relevant literature in recent years through the literature survey method, and mainly finds the following problems.

3.1. The Exploration of Ideological and Political Elements is Shallow, Making it Difficult to Fulfill the Effectiveness of Educating People

In primary school Chinese picture book teaching, teachers are not in place for the study of picture books itself, there are limitations of professionalism and single teaching strategy in the field of picture book teaching, and there are omissions in the analysis of the various parts of the picture books, not thorough enough and other problems. Picture books are thematic, colorful, rich in content, profound in meaning, and full of high educational value. Not only the content in it, but also its cover, title page, and back cover all contain more or less information. [6] The uniqueness of its

visual language, narrative structure, emotional expression, and educational value needs to be discovered and explored by teachers.

In the operation process of teachers' specific picture book teaching, however, the problems are endless, mainly focusing on the teachers' shallow excavation of Ideological and Political content in picture books, and the existence of superficial and one-sided interpretations. This not only affects the depth of picture book teaching but also restricts the effective penetration of Ideological and Political education in primary school Chinese teaching. When choosing picture books, teachers are more likely to focus on the fun and storytelling of the picture books, as well as the literary value and language skills of the picture books, ignoring the Ideological and Political elements embedded in them, and even when it comes to the Ideological and Political content, it is often just a light touch without digging deep into the ideological connotations behind it, which leads to a significant reduction of the role of picture book teaching in Ideological and Political education, and makes it difficult for students to form a deep understanding, affecting the student's ability to comprehensive absorption of the basic content in picture books.

At the same time, in the actual teaching process, some teachers separate classroom teaching from students' lives too much, failing to link teaching and life effectively, making students feel strange and distant from classroom knowledge. Teachers lack effective Ideological and Political guidance for students, resulting in students not being able to connect the Ideological and Political contents of picture books with real life, making it difficult for them to form correct values and moral concepts. This shallow excavation not only limits the role of picture books teaching in Ideological and Political education but also may cause students to misunderstand or ignore the content of Ideological and Political, which will not be conducive to the cultivation of students' sense of social responsibility, patriotism, and other core values in the long run.

3.2. Lack of Integration of Local Culture, Difficulty in Forming a Cultural Identity

In the creation of local picture books in China, the essence and charm of traditional Chinese culture are not fully explored and demonstrated, thus leading to raw and modeled picture book stories. This lack leads to students' unfamiliarity with the local culture, weakening their sense of identity and pride in the local culture, and even affecting the formation and development of their values. Picture books were first born in Europe and America in the second half of the 19th century. In China, picture books started late and were mostly introduced from abroad in the early stage, therefore, the creation of picture books is greatly influenced by foreign cultures, and its theoretical research is also relatively lagging. Secondly, there are fewer reference materials in the teaching of picture book design in China. Most of them are foreign reference materials, and the important teaching case study in the learning of the course is mostly based on the examples of excellent foreign picture books, which lack local cultural content. At the same time, a survey of picture books in circulation in the market revealed that most of the picture books on the market came from abroad, with a serious tendency towards 'exoticisation'. General Secretary Xi stressed at the National Education Conference that the goal of the work is to unite people's hearts, improve their personalities, develop manpower, cultivate talents, and benefit the people, and cultivate socialist builders and successors who are all-rounded in morality, intelligence, physical fitness, and aesthetics as the goal of parenting,[7]while the core idea of some picture books even deviates from the concept of parenting in China. This phenomenon, actually reflects that Chinese local picture book creation and education in cultural heritage and innovation have deficiencies and many challenges.

Although it is crucial to cultivate students' multicultural literacy in the current context of globalization, there is no way for students to possess true multicultural literacy if they know little

about their own local cultures. Students should have more contact with their own traditional cultures and ethical concepts in their study and life, and learn about the wisdom and emotions embedded in traditional cultures, to build up respect for traditional values and Identity. When students understand and accept their own country's outstanding traditional culture and achievements, it will enhance their self-confidence and self-esteem, which is conducive to healthy psychological growth.[8] If students are exposed to picture books from other countries and cultures, they will subconsciously think that 'foreign' things are good, and it will be difficult for them to build up their cultural self-confidence.

3.3. The Screening Criteria for Picture Books are Vague, Making it Difficult to Match Ideological and Political Needs

Although there are a large number and variety of picture books on the market today, there are significant differences in their intrinsic quality. It is difficult to ensure that each picture book can bring positive guidance to students' growth, and even some picture books may have a negative impact on students' growth. Therefore, teachers should not select picture books blindly but need to repeatedly and carefully screen and check the picture books to avoid the randomness of picture book selection.[9]

At present, picture books have not been formally incorporated into the curriculum system of the compulsory primary education stage, and have not been given sufficient attention and standardized management in the current education system, so there is a lack of unified and clear selection criteria and guiding principles. The choice of picture books is mostly left in the hands of teachers or headmasters, leading to the dispersal and subjectification of the choice of picture books. The choice of picture books is mostly left in the hands of teachers or headmasters, leading to fragmentation and subjectivization of the choice of picture books. Teachers and headmasters may be influenced by multiple factors in the decision-making process, such as personal preference, teaching style, and even commercial interests. When selecting picture books, teachers and principals may only pursue entertainment in the classroom, focusing on the experience brought by the classroom games, but neglecting and diluting the ideology, artistry, and knowledge of the picture books. After a lesson, students in the 'combine education with fun' only learned 'pleasure', leading to students in laughter after the failure to deeply understand the deep meaning and value of the picture book, its ideological and political education is minimal. Furthermore, some schools may have commercial cooperation with bookshops, which provide schools with teaching aids and other materials, thus leading to the uniform supply of certain picture books due to the nature of 'commercial alliance', in which picture books are supplied by bookshops, and which picture books are accepted by the schools, and which picture books are used in specific teaching, completely ignoring the interests and needs of students. The application of these picture books to specific teaching purposes completely ignores the interests and needs of students and adopts a 'one-size-fits-all' mode of supply. Certain teachers may wish to select some picture books that meet the needs of their students, but they also do not have the right to implement them. Over time, this has led to a situation in which teachers do not have the actual right to select teaching aids, and schools use whatever they order for teaching.

3.4. Teachers' Varying Competence in Interpreting the Value of Picture Books

3.4.1 Teachers Have a Weak Sense of Ideological and Political Education

Some teachers may not be sufficiently aware of the importance of Ideological and Political education, and the prevailing concept is that primary school should focus on the fundamentals and

importance of cultural studies, believing that mastering solid subject knowledge is the primary task of students. However, this concept overlooks the comprehensive and profound nature of China's educational goals. China's clearly stated educational goal is to cultivate socialist successors who are comprehensively developed in morality, intelligence, physical fitness, aesthetics, and labor, with the word 'morality' at the top of the list. This layout not only reflects the core position of moral education in the education system but also profoundly reveals the irreplaceable role of civic education in shaping students' sound personalities and establishing correct values. This wrong concept of education leads to the lack of teachers' awareness of cultivating students' Ideological and Political qualities in picture book teaching, which not only affects the quality and effect of teachers' teaching but also hinders students' all-round development. In the current social background, teachers' neglect of Ideological and Political Education in Chinese picture books teaching is tantamount to missing the golden opportunity for students' development.

3.4.2 Teachers' Lack of Capacity to Teach Ideological and Political Issues

To carry out effective Ideological and Political education, teachers need to have a rich reserve of ideological and political knowledge. However, in the actual teaching process, some teachers lack systematic theoretical support and practical accumulation, making it difficult for them to deeply excavate the elements of ideology and politics in picture books. As a result, it is difficult for them to teach Civic and Political knowledge in depth, and they are unable to combine abstract theoretical knowledge with students' real life, and they are also unable to organically combine ideological and political education with the teaching of picture books. Some teachers still use traditional teaching methods, such as indoctrination and duck-filling teaching, lacking innovation and interactivity, which makes students resistant to learning Ideological and Political knowledge and makes it difficult to stimulate students' interest in learning and thinking ability.

4. Implementation Strategies for the Integration of Picture Books Into Primary School Chinese Classes in the Context of Curriculum Ideology And Politics

4.1. Tapping Into the Connotation of Ideological and Political, And Constructing the Ideological and Political System of Teaching Picture Books

Promoting the ideology and politics of the curriculum cannot be 'added on' or piled on but must be carried out gradually and progressively. The content of the primary school Chinese curriculum should not be separated from the formal and dogmatic inclusion of political thinking, and vague moral preaching should not be carried out. It is necessary to combine the characteristics of the Chinese curriculum with an effort to refine the elements of political thinking contained in it, to influence and teach them subtly.[10][10]The content is taught according to the professional characteristics of the Chinese language courses designed for picture books, and the combination of Ideological and Political elements is explored from the teaching link. Teachers should avoid teaching only at the surface level of picture books and need to deeply analyze the Ideological and Political connotations of picture books, and help students understand the ideological connotations and values behind them by guiding them to discuss and analyze the characters' behaviors and storylines in the picture books. At the same time, to enhance the effectiveness and identity of Ideological and Political education, teachers should actively introduce real-life cases to build a bridge between the contents of picture books on Ideological and Political and the students' daily experience, to enhance their understanding and identity, and to make Ideological and Political education closer to students' actuality and to enhance its practical significance. Teachers should design and implement a series of practical activities to let students feel the practical significance of

Ideological and Political content in their personal experience, guide them to pay attention to the hot issues in society and encourage them to analyze and solve the problems with the knowledge of Ideological and Political they have learned, to cultivate their sense of social responsibility and civic awareness.

4.2. Incorporating Local Culture to Enhance the Cultural Identity of Teaching Picture Books

4.2.1. Building a System for Creating Local Picture Books and Strengthening Cultural Confidence

At present, the domestic market of picture books is seriously homogenized. Most of them are imported from foreign best-selling picture books, and there is still a certain gap between China's picture book education and that of developed countries in the West. Therefore, it is essential to cultivate excellent domestic picture book creators and produce picture books with unique Chinese cultural connotations. The creation of local picture books should be rooted in the deep cultural heritage of the Chinese nation, take traditional cultural elements as the soul, and show the unique charm and contemporary value of Chinese traditional culture through innovative storytelling and visual presentation. This requires that the creators of picture books have profound cultural literacy and innovation ability, and can accurately refine and transform the essence of traditional culture, so that picture books become an effective medium for the inheritance and promotion of Chinese culture, and students can feel the charm of traditional culture in the learning process. Teachers should make use of the classroom to guide students correctly so that students can enhance their knowledge of traditional culture and improve their cultural literacy under the inculcation of traditional Chinese culture so that Curriculum Ideological and Politics can be perfectly integrated into the teaching of Chinese picture books.

4.2.2. Developing Standards for the Production of Picture Books and Optimising Their Content Design

The Government, publishers, and all sectors of society should increase their support for the creation of local picture books. Through the establishment of awards and the provision of financial support, more creators should be encouraged to devote themselves to the creation of local picture books. At the same time, relevant program documents should be issued to provide directional guidance for the creation of picture books. Ensure that the content of picture books has educational significance, but is also in line with the aesthetic standards, to avoid the tendency of rigid didactic and modeling. For example, picture book developers on the national ladder should take the unique cultural connotations of the Chinese nation's traditions as their core, with cultural confidence as the underpinning for the design of picture books, and the State should set standards for the preparation of picture books. At the same time, it is also necessary to strengthen the editing and reviewing of picture books, to ensure the quality and level of their content, and to make them closer to the lives and psychological needs of students. Schools can set up language picture book research and development groups to develop and design picture books that take into account their local characteristics and campus culture. For example, primary schools in Nanchong can design primary school Chinese picture books based on the local historical and cultural background, and create picture books modeled on the life story of Commander-in-Chief Zhu De. Using the core elements of Curriculum ideology and Politics as a guide to developing primary school Chinese picture books, the picture books are perfectly integrated into the study of the first book of the second grade of the unified version of the primary school Chinese language, Zhu De's Flat Stretcher, so that they can be used as a supplement to the textbook. It is used in the classroom introduction and other links, and

through the vivid storyline and graphic display, students can deeply understand the revolutionary spirit and the meaning of hard work in a relaxed and pleasant reading experience. Students can also feel the charm of their hometown culture and enhance their sense of identity and pride in their hometown while learning Chinese knowledge.

4.3. Clarifying the Selection Criteria to Meet the Ideological and Political Needs of Teaching Picture Books

Primary school students are at an early stage of cognitive ability and comprehension. Therefore, in picture book teaching, teachers should select picture books with appropriate difficulty and wonderful content to meet the learning needs of primary school students and help them build up motivation and self-confidence in learning. In addition, when implementing picture books, the teaching concept of ‘student-centered’ should be adhered to, and activities should be carried out by the learning and teaching conditions. [11]

4.3.1. The Selection of Picture Books Should Be Student-Centred

In the process of choosing picture book resources, teachers should be student-oriented, combined with their specific cognitive level, choose interesting picture books that fit the actual life of students, and only in this way can they attract the attention of students. [12] They should give full consideration to the reading interests of students in all primary school segments, focus on the aesthetic function, and give equal importance to the entertainment, cognitive, and educational functions, focus on the spiritual growth of students, and start from the students’ standpoint and the students’ vision, and put themselves in the shoes of the students to think about the student's experience, the student’s thinking, and the students' gains. [13] Students are developing human beings. It is important to return the classroom and teaching to the students so that the initiative of education is returned to the students, and in the process of education, the needs, interests, and development of the students should be the starting point and destination of the educational work. Students have the right to choose their picture books. Each student is unique and has a different learning speed, style, and interest. Educator Ye Shengtao once said, ‘To teach is to not teach.’ [14] Teachers should know how to delegate power and give students more autonomy, and our educational philosophy should be ‘let the flowers bloom, let the trees grow’, fully respecting each student's thinking, to teach according to the student's ability.

Return the decision of selecting picture books to teachers and students, instead of letting school leaders or even bookstore suppliers decide. First of all, students can be asked to make picture book recommendations, collect students’ picture book opinion forms, and then teachers can list out several major categories of picture books according to students’ interests, and choose suitable picture books according to their merits, trying to take into account the reading needs of each student. Moreover, students find that teachers adopting their recommendations, and using their favorite picture books, will greatly increase the students' learning motivation, get a strong sense of psychological satisfaction, and also get the teacher's positive feedback and evaluation. Teachers and students work together to screen out picture books that are both popular and educationally meaningful to students. This two-way interaction not only enhances students' sense of participation and belonging but also promotes positive communication between teachers and students, laying a solid foundation for the teaching process of picture book reading and teaching.

4.3.2. Selection of Picture Books in Conjunction with the Content of the Teaching Materials

Do not be in a hurry, read the right amount of books, and read in an orderly manner. Teachers should use picture books to teach, first of all, the amount of good gatekeepers. At present, there are

few local original picture books, and the imported picture books may not be suitable for our teaching content, so teachers should read widely and select the picture books that are suitable for their teaching and the characteristics of the students they teach. [15] The contents of the textbooks that teachers teach are all decided by the National Textbook Committee after rigorous revision and adjustment time and again and are formulated in the light of the physical and mental developmental characteristics of students, and they should select the same or similar picture books based on multiple dimensions of the textbook's contents such as the theme, drawings, text, and knowledge points.

4.4. Strengthening Teacher Training to Enhance Interpretive Literacy in Teaching Picture Books

4.4.1. Deepening Teachers' Awareness of Ideological and Political Parenting

Primary school Chinese teachers should understand the importance of implementing Curriculum Ideological and Political into all teaching aspects of Chinese, and they should be aware of their mission and take on the responsibility of establishing morality and educating people. Teachers should consciously deepen their knowledge and understanding of the content and value of Ideological and Political education, and combine the characteristics of the language subject curriculum, the actual situation of students, and constantly explore the development and implementation of Curriculum Ideology and Politics in primary school Chinese picture book teaching. Playing the role of curriculum ideology and political education in teaching, grasping the direction, and carrying out teaching activities in a subtle manner. This can enhance students' sense of cultural identity and cultural confidence in the teaching process, and promote the deep integration of moral and intellectual education.

4.4.2. Strengthening the Ideological and Political Capacity of Teachers

Schools should actively build systematic learning and exchange platforms for Curriculum Ideological and Political construction for teachers to learn and improve, such as teaching observation, teachers' teaching training, cross-school resource sharing mechanisms, etc., so that teachers can learn and exchange from multiple perspectives and by multiple means, and encourage and support the cooperation between teachers of Curriculum Ideology and Politics and language teachers in schools, to enable them to find the intersection of Chinese curriculum and Ideology and Politics, and to promote the teaching, teaching and research. At the same time, professional training for teachers has been strengthened to improve their theoretical knowledge and practical ability in Ideological and Political affairs; teachers have been encouraged to carry out teaching innovations and to explore teaching methods and means suitable for their students; and a sound evaluation system has been set up to provide teachers with a comprehensive and objective evaluation of their ability to teach Ideological and Political affairs, to motivate them to continually improve their ability to do so.

5. Conclusion

This paper discusses in depth the organic combination of primary school Chinese picture book teaching and Curriculum Ideological and Political, clarifies the multiple values of picture books in primary school Chinese Ideological and Political education, and puts forward practical solution strategies for existing problems. Picture books education for modern education as well as not only a carrier of basic knowledge but also a bridge of emotions and values. In the face of challenges, we call on educators to dig deeper into Ideological and Political education in their daily teaching work,

emphasize the integration and use of picture books in primary school Chinese teaching, use picture books as the medium and Ideological and Political as the soul, cultivate students' all-round qualities, and work tirelessly for the cultivation of new men of the times who will take on the great responsibility of national rejuvenation.

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