

# Research on the Practical Dilemmas and Innovative Approaches of Patriotic Education in Kindergartens from the Perspective of Picture Book Teaching

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**Abstract:** The three core dimensions of patriotic education in kindergartens, including symbolic cognition, cultural narration, and emotional cultivation, work together to construct an enlightenment path for national identity. Picture book teaching, through the transformation of cultural symbols, the deepening of cognitive enlightenment and the sublimation of emotional experience, has become a vivid carrier of patriotic education. However, in current practice, there are practical dilemmas, such as insufficient adaptability in the selection of picture books, rigid teaching methods, fragmented curriculum design, and low-efficiency in the cooperation between kindergartens and families, the root causes of are systematic contradictions, such as teachers' insufficient professional capabilities, rigid teaching concepts, the absence of curriculum planning and the lack of a cooperation mechanism. To address these issues, this thesis puts forward some collaborative innovation strategies, such as constructing a hierarchical teacher training system, developing a diversified interactive teaching model, establishing a thematic curriculum framework, and improving the cooperation mechanism between kindergartens and families.

**Keywords:** Patriotic Education in Kindergartens; Picture Book Teaching; Educational Practice Dilemmas; Innovation Path

## 1. Introduction

Kindergarten, as the first small social environment that children come into contact with, is an important front for carrying out patriotic education. With the promulgation of the *Law on the Education of Patriotism of the People's Republic of China* and the deepening of the concept of “integration of ideological and political courses in primary, secondary and higher education institutions” [1, 2], the innovation of patriotic education practice paths in kindergartens has gradually become a focus in the academic fields. The enlightenment of patriotic emotions in the early childhood stage should rely on concrete and life-oriented educational carriers [3, 4]. As a unique form of children's literature, picture books, featured by the three-dimensional advantages of “image narrative+gamified interaction+age-appropriate expression, can transform the grand patriotism into specific experiences that young children can touch, participate in and understand. Thus, picture books have become an irreplaceable and vivid carrier for carrying out patriotic education in kindergartens [5-7].

## 2. Core Dimensions of Patriotic Education in Kindergartens

In essence, patriotic education in kindergartens is an enlightening construction of national identity and its core dimensions are presented as a three-dimensional interactive system of symbolic cognition, cultural narration, and emotional cultivation. Through the coordinated effects of concreteness, scenario-based presentation, and emotional engagement, this system constructs a complete path for young children that includes laying the foundation of cognition, building cultural identity, and internalizing values, thus laying a solid foundation for children's political socialization.

### **2.1. Symbolic Cognition Dimension: Concrete Translation of National Imagery**

As the cognitive cornerstone for the construction of national identity, symbolic cognition dimension focuses on national symbolic symbols such as the national flag and the national anthem and realizes the transformation of abstract concepts through the construction of multimodal cognition. In specific practices, young children can also establish an intuitive connection that "the national flag represents the country" through sensory interactions such as touching the national flag made of silk and creating gesture dances for the national anthem. This dimension can not only lay cognitive foundation for the question of "what is a country?" but can also build a logical ladder for young children from the concrete to the abstract through the explicit expression of the materiality of symbols, thus making the concept of the country a perceptible and operable concrete existence.

### **2.2. The Dimension of Cultural Narration: Spatiotemporal Encoding of Collective Memory**

Cultural narration dimension, which constructs a collective memory interwoven in time and space by relying on traditional festivals and historical events, is the core carrier for the inheritance of cultural genes. In the process of educational implementation, taking the Dragon Boat Festival as an example, children, through the practices of making Zongzi (sticky rice dumplings) and participating in dragon boat races, not only perceive the chronological laws of the changing solar terms, but also transform the historical narrative of the Miluo River into embodied cultural memories through the localized experience of the dragon boat race. This dimension not only responds to the need for tracing the origin of identity regarding "where the country comes from", but also enables cultural genes to take root and germinate in children's experiential world through the narrative chain of intergenerational inheritance.

### **2.3. The Dimension of Emotional Cultivation: Emotional Bond of Community Consciousness**

The dimension of emotional cultivation is the emotional pivot for the internalization of values, and it constructs an emotional resonance mechanism through the establishment of three types of fields. In typical scenarios when young children gaze at the rising national flag in the morning light, they will feel the strength of the collective in cooperative games, and touch the warmth of history through the revolutionary stories told by their grandparents. In this way, patriotic emotions quietly grow into a life experience of "growing together with the motherland". This dimension goes beyond simple value indoctrination. Through the ripple effect of emotional resonance, we can naturally answer the profound proposition of "why we should love our country" and make the sentiment of patriotism a conscious identification that permeates the heart.

## **3. Value Dimensions of Picture Book Teaching in Patriotic Education in Kindergartens**

Through the coordinated effects of diverse themes, intuitive expressions and interactive forms, picture book teaching provides a unique carrier for patriotic education for young children. Its value is manifested in three dimensions: the transformation of cultural symbols, the deepening of cognitive enlightenment, and the sublimation of emotional experiences.

### **3.1. Multidimensional Content Carrier: The Educational Transformation of the Cultural Symbol System**

Picture books construct a symbolic system for patriotic education through the diversity of their themes so as to well transmit abstract values. *Children's Historical Encyclopedia Picture Books of the National Museum of China* uses the images of cultural relics as a medium to transform the taotie patterns on bronze wares and the glaze colors of porcelain into tangible cultural symbols. When children observe patterns on ears of the tripod, they can intuitively perceive the craftsmanship wisdom of Chinese civilization. *Beautiful China* transforms the concept of geographical space into visual symbols through the pictures of the typical features of mountains, rivers, and cities, making the mountains and rivers of the motherland a concrete picture that can be explored. *Little Hero Yu Lai* transforms abstract spirits, such as Yu Lai's bravery and dedication and Yu Lai's determined eyes when protecting the intelligence, into imitable action languages through the symbolic behaviors of the characters. This can provide a behavioral reference for the enlightenment of values.

### **3.2. Concrete Cognitive Paradigm: The Practical Path of Patriotic Enlightenment**

Activities of young children focus on concrete and imagistic thinking. Picture books build cognitive bridges for them through means, such as visual reinforcement and narrative reconstruction in a multimodal way<sup>[8]</sup>. The picture book *Our National Emblem* guides children to focus on core meanings of the symbol through the specific image of the national emblem. At the same time, it explains design concepts through stories, such as "The wheat ears represent the peasant uncles" and connects abstract concepts with children's life experiences. *Little Hero Yu La*, on the other hand, transforms qualities such as resourcefulness and patriotism into an understandable action logic for children through dynamic pictures, like Yu Lai diving to escape the pursuit. When retelling the story, children can associate "protecting the country" with "brave behaviors". Thus, picture book stories help children form the initial ability to make value judgments.

### **3.3. Immersive Emotional Field: The Enlightenment Mechanism for the Construction of Collective Memory**

Picture book teaching constructs an emotionally immersive field through multimodal interaction [9], which can promote the generation and internalization of collective memory. In the role-playing activity of The Little Flag Protector, children transform the solemnity of the flag protection ceremony into physical memory through embodied actions, such as tidying up the uniform ribbons and simulating the goose step. The teaching of the series of Picture Books of Chinese Traditional Festivals strengthens the emotional bond through a closed-loop design of "reading-making-sharing": When children make Dragon Boat Festival sachets, the smell of mugwort and the patterns of dragon boats jointly activate multiple sensory experiences, transforming the historical narrative of Qu Yuan throwing himself into the river into a cultural memory that can be smelled and touched.

## **4. Deviation in Practice: The Realistic Dilemmas of Patriotic Education in Kindergartens**

Currently, when carrying out patriotic education in kindergartens by using picture books, there are imbalances in four dimensions: the selection of picture books, teaching methods, curriculum design, and the cooperation between kindergartens and families, which restricts the achievement of educational effectiveness.

### **4.1. Imperfect picture book selection mechanism: insufficient content adaptability**

Children of different ages have different abilities to understand the pictures and texts in picture books<sup>[8]</sup>. Some kindergartens ignore the law of children's cognitive development, resulting in insufficient adaptability between picture books and educational goals. Take *Children's Historical Encyclopedia Picture Books of the National Museum of China* in the junior class of kindergarten as an example. The complex composition of the bronze ware patterns and the abstract description of the historical background far exceed the comprehension ability of children aged 3 to 4 years old. This kind of selection deviation not only causes cognitive overload but also leads to children's perception of patriotic symbols remaining on the surface, making it difficult for them to establish deep cultural connections.

### **4.2. Rigid Teaching Methods [10]: Lack of Interactivity and Experiential Learning**

There is a problem existing in the current patriotic picture book teaching in kindergartens, i.e. the excessive reliance on teachers' one-way narration but the ignorance of children's physical participation. When teaching *Little Soldier Zhang Ga*, teachers' narration time accounts for about 80%. In key plot points, such as the reconnaissance behind enemy lines in the story, the teacher only describes them verbally without carrying out role-playing or scene simulation, because of which, children's understanding of qualities such as resourcefulness and bravery remains at a conceptual level. The rigidity of this teaching method fails to transform the narrative value of picture books into children's emotional experiences.

### **4.3. Fragmented curriculum design: disconnection in logical coherence**

When kindergartens use picture books to carry out patriotic education, the contents lack systematic

planning, which leads to the disruption of the coherence of children's cognitive construction. A typical problem is reflected in the disjointed use of related picture books. Take the two picture books *Grandpa the Astronaut* and *I Am Chinese* as examples. The former focuses on individual achievements, while the latter emphasizes collective identity. If the connection between personal contributions and national development can be established, children's cognitive advancement will be promoted. However, in actual teaching, teachers basically use them separately and explain them in isolation. Because of such fragmented design, children's cognitive understanding of the concept of the country is scattered in a point-like manner, making it difficult for children to form a three-dimensional cognitive network of "home-country-culture". This can weaken patriotic education depth.

#### ***4.4. Low-efficiency in the cooperation between kindergartens and families: the lack of forming a joint educational force***

The cooperation between kindergartens and families can greatly enhance the effectiveness of patriotic education in kindergartens. However, currently, the educational cooperation mechanism between families and kindergartens has not been fully established, resulting in the weakening of the guiding effect on children's behaviors. Taking the extended activity of *The Five-starred Red Flag is Flying* as an example, the kindergarten designed the task of parents and children jointly making a model of the national flag. But in the end, only half of the families met the quality standards. Interviews with parents showed that more than 60% of the families simplified patriotic education into knowledge quizzes and ignored emotional immersion. What's more serious is that some parents believe that "it's not too late to learn patriotic education in primary school", which leads to the lack of practical reinforcement for children in the family setting. This absence of cooperation makes kindergarten education a unilateral action, making it difficult to achieve the complete transformation of "cognition-emotion-behavior".

### **5. Generative Logic: The Structural Contradictions of Educational Alienation**

The root cause of the current practical dilemmas in patriotic education in kindergartens lies in the systematic contradictions in many aspects, such as teacher development, teaching innovation, curriculum design, and collaborative education. These contradictions collectively constitute the deep-seated driving force for the disconnection between educational goals and practices.

#### ***5.1. Insufficient professional competence of teachers: the root cause of irregularities in picture book selection***

Teachers should possess the ability to screen and interpret picture books <sup>[11]</sup>; otherwise, it will lead to the problem of inappropriate picture book selection. Take the application of *Children's Historical Encyclopedia Picture Books of the National Museum of China* in the junior class of kindergarten as an example. When choosing books, teachers focused on the cultural value of the picture books, such as the historical significance of bronze wares, but ignored its adaptability to children's cognitive levels. Teachers failed to transform complex symbols such as the patterns on bronze wares into concrete expressions like "The ears of the tripod are like the trunk of an elephant". Interviews with teachers revealed that only 35% of them had received systematic training in picture book screening. Therefore, when selecting materials, teachers often rely on subjective experience rather than scientific standards. This professional shortcoming causes picture book selection to fall into the dilemma of being either too profound or too simplistic in content, and it fails to match the children's zone of proximal development.

#### ***5.2. Rigid teaching concepts: the driving mechanism of the singularity of teaching methods***

The constraints of traditional teaching concepts and the lack of support for innovation are core reasons for the singularity of teaching methods. This path dependence comes from twofold constraints: Firstly, the evaluation system places emphasis on classroom order management, and teachers tend to adopt a conservative model to avoid risks. Secondly, kindergartens lack an innovation incentive mechanism and teachers rarely participate in discussions on teaching methods. For example, some teachers mentioned in the interviews that they once attempted to adapt *Little Soldier Zhang Ga* into an immersive theater, but the attempt was terminated due to the lack of teaching and research support. The rigidity of teaching concepts is essentially the result of the combined effects of institutional constraints and professional inertia.

### **5.3. Absence of curriculum planning: the systematic cause of content fragmentation**

The weak awareness of top-level curriculum design directly leads to the lack of systematicness in educational content. Taking the disjointed use of *Grandpa the Astronaut* and *I Am Chinese* as an example, these two picture books could have been used to construct a cognitive chain of "personal dedication-national development". However, due to the lack of guidance from a curriculum framework, teachers often teach them as isolated themes. The deep-seated contradiction lies in the fact that kindergartens have not established a curriculum map for patriotic education, resulting in teachers' lacking a target-oriented approach when selecting picture books. This absence of planning makes children's patriotic cognition scattered in a point-like manner, making it difficult to form a three-dimensional network of "home-country-culture".

### **5.4. Lack of a cooperation mechanism: the institutional inducement for the disconnection between kindergartens and families**

The hysteretic nature in the institutionalized construction of the cooperation between kindergartens and families is the fundamental crux of the problem of insufficient joint education by kindergartens and families. In the extended activity of the picture book *The Heroic Sisters on the Grassland*, the kindergarten designed the "Family Ice and Snow Challenge Task", but due to inadequate and poor communication with parents, only one-fifth of the families continued to participate in the end. The deeper contradiction of this problem lies in the breakdown of the value consensus between kindergartens and families. More than half of the parents equate patriotic education with knowledge memorization and ignore emotional immersion and practical participation. Without the guidance of the kindergarten, after parent-child reading, most families often stay at the level of story retelling and do not guide their children to discuss "responsibility and courage". The superposition of this lack of mechanism and cognitive deviation makes kindergarten education a unilateral action, and the effect of practical transformation is severely diminished.

## **6. Collaborative Innovation: The Systematic Construction of the Educational Ecology**

In order to solve the above-mentioned realistic dilemmas, efforts should be made in four dimensions: teachers' capabilities, teaching methods, the curriculum system, and the cooperation between kindergartens and families so as to construct a systematic solution for the educational ecology.

### **6.1. Construct a hierarchical teacher training system to solve the dilemma of picture book screening**

In view of the problem of teachers' insufficient picture book screening capabilities, a dual-track training mechanism of "theory + practice" should be established to improve teachers' professional qualities at different levels. The dual-track training is based on the theory of teachers' professional development and constructs a collaborative path of "theoretical study-practical transformation".

At the theoretical level, systematic learning of children's cognitive development laws can help teachers master screening standards for age-appropriate picture books. For example, teachers in the junior class of kindergarten need to focus on understanding the screening principle that "the number of core symbols on a single page should be  $\leq 3$ ", and select picture books such as *I Love the Five-starred Red Flag* which have simple pictures and distinct color contrasts. At the practical level, complex picture books are transformed into operable teaching resources in the form of workshops. For instance, in *Children's Historical Encyclopedia Picture Books of the National Museum of China*, teachers can extract key elements such as the ears and patterns of the bronze tripods, and make them into three-dimensional cards with a concave-convex touch. In this way, children can perceive cultural symbols through touching, replacing the original abstract text descriptions. Through this training mode that combines learning and application, teachers gradually achieve the transformation from selecting materials based on experience to screening according to standards, effectively solving the problem of the disconnection between picture books and children's cognition.

### **6.2. Develop a diverse interactive teaching model to break the deadlock of single teaching method**

In order to solve the problem of the singularity of teaching methods, a three-dimensional interactive strategy should be constructed to promote the transformation of teaching from one-way narration to multi-dimensional participation. Based on the theory of embodied cognition, the three-dimensional

teaching strategy designs a three-dimensional teaching model of "situational experience-symbolic reconstruction-behavioral transfer". Role-playing constructs a scene for emotional immersion<sup>[9]</sup>, artistic creation promotes the decoding of symbolic meanings, and practical tasks guide the manifestation of value-based behaviors. The three work together to break through the limitations of one-way transmission and form a complete learning chain of "perception-understanding-practice".

Take the teaching of *Little Hero Yu Lai* as an example, the first step: Stimulate interest through role-playing. Children make their own "Eighth Route Army armbands" and simulate the story plot in the classroom settings such as the intelligence station and the blockade line. The second step: Deepen understanding through creative activities. Teachers use clay to make "Yu Lai's diving goggles" props to reproduce the key scene where the character dives to avoid capture, enabling children to understand the connotations of resourcefulness and bravery through handicrafts. The third step: Implement values through behavioral transfer. Kindergartens carry out the "Little Hero of the Day" practical activity. Encourage children to complete tasks such as "helping peers organize toys" in the kindergarten and record them in the "Hero Diary". Through the closed-loop design of "situational experience-embodied operation-life extension", enhance children's emotional investment and behavioral efficiency.

### ***6.3. Establish a themed curriculum framework to bridge the fragmented content gaps.***

Centering around the core goal of patriotism and love for the homeland, a three-level progressive curriculum is constructed to form a systematic teaching system. The three-level progressive curriculum follows the theory of children's cognitive development stages. With "cognition-understanding-internalization" as the logical main line, ladder-shaped goals are set according to "identification of concrete symbols-connection with cultural context-construction of value relationships", and a systematic content system is constructed by age groups. The small-class curriculum focuses on concrete cognition, the middle-class curriculum strengthens cultural connections, and the large-class curriculum focuses on value internalization. Through structured content arrangement and themed resource integration, a qualitative leap is achieved in patriotic education from fragmented input to a systematic meaning network.

In the small-class stage, we focus on concrete cognition. Through I Love Beijing jigsaw-puzzle game, children get to know Tiananmen. Each puzzle piece is labeled with intuitive feature words, such as "red roof" and "golden door nails" to help children form a preliminary impression of national symbols. We focus on cultural connections in middle-class stage. With the activity of Beautiful China, children make models of the Yangtze River and the Yellow River using colored sand, and mark the water flow direction with blue ribbons. At the same time, a dragon-boat racing activity is carried out in conjunction with the "Dragon Boat Festival" to connect geographical space with traditional festival culture. In the large-class stage, emphasis is placed on value internalization. With the help of the theme activity The High-speed Rail Sets Off with the theme of Future Engineers, children build high-speed rail track models with building blocks, discuss how technology makes the motherland stronger, and draw theme paintings of My Dream and China, thus connecting the relationship between personal ideals and national development. Meanwhile, for individual-narrative picture books such as Grandpa the Astronaut, the connection logic with I'm Chinese is clarified. For example, after telling the space-flight story, children are guided to compare the relationship between personal efforts and national support, so as to form a complete cognitive network of the integration of family and country.

### ***6.4. Improve the home-school collaboration mechanism to connect the educational practice chain.***

In terms of home-school collaboration, based on the educational ecology theory, a three-stage collaborative co-education model of "cognitive synchronization-emotional resonance-behavioral continuation" is constructed. In the first stage, educational goals are calibrated through cognitive synchronization. For example, families and kindergartens reach a unified understanding of patriotic education. In the second stage, value recognition is deepened through emotional resonance. For instance, reading red picture books together triggers inter-generational emotional resonance. In the third stage, the transformation from knowledge to action is promoted through behavioral continuation. For example, family practice tasks strengthen the internalization of behaviors, thus constructing a patriotic education community led by kindergartens with deep family participation.

Taking the picture book Beautiful China as an example, during the cognitive synchronization stage, a parents' classroom is held. In the classroom, national symbol symbols such as the Yangtze River and the Yellow River in the picture book are analyzed. Parents and children jointly make a "Chinese

Landmark Jigsaw Puzzle" to establish a concrete understanding of the country's geography and culture. During the emotional resonance stage, grandparents orally tell the story of "The Changes of the Hometown River", awakening children's empathy for their hometown and the motherland. During the behavioral continuation stage, families, kindergartens, and communities work together to implement the "Beautiful China Guardians" plan, forming an educational closed-loop of "understanding Chinese symbols-inheriting cultural genes-fulfilling ecological responsibilities". This transforms abstract patriotic feelings into specific actions of protecting the country's ecological environment and continuing the cultural heritage, thus constructing an ecological chain of home-school co-education.

## 7. Conclusion and Prospect

Patriotic education in kindergartens not only needs to rely on concrete carriers to achieve cognitive penetration, but also requires systematic design to complete the in-depth connection of emotions and behaviors. The patriotic feelings in picture books are transformed from abstract concepts into life narratives that young children can experience. This research, based on the perspective of picture-book teaching, reveals the collaborative mechanism of symbol recognition, cultural narration, and emotion cultivation in patriotic education in kindergartens. At the same time, it points out the limitations in effectiveness currently existing in practice, which are caused by problems such as insufficient adaptability of picture books, rigid teaching approaches, and fragmented curriculum ecology. These dilemmas are caused by the mismatch between teachers' professional capabilities and the requirements of educational innovation as well as deficiencies in the top-level curriculum design and the weakness of the home-school co-education ecosystem.

In order to meet the above challenges, a hierarchical training system, an interactive teaching model, a themed curriculum framework, and a collaborative education mechanism are proposed to break the fragmentation between symbols and emotions as well as between cognition and practice in traditional education through the overall reconstruction of the educational ecosystem. In future practice, it is necessary to further strengthen the age-appropriate development and dynamic evaluation of picture-book resources, explore the application of new technologies such as virtual reality in scenario creation, and build a regular collaborative network among kindergartens, families, and communities. Only through the continuous innovation and collaboration of multiple stakeholders can patriotic education truly be integrated into the life scenarios of young children, laying a foundation for their growth into modern citizens with cultural awareness and a sense of national responsibility.

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