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Research on Blended Teaching Methods of Foreign Trade English Correspondence Course in Digital Economy Era

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Abstract: Facing the digital economy era, considerable attention is paid to the importance of understanding the fundamental impact on the information and development of blended teaching methods regarding the higher education. For this reason, the purpose of this study is to answer the challenges brought by the digital economy era, identify the effective teaching methods which would be used in English Correspondence course in the era of digital economy, aiming to form the patterns of learning, provide high motivation, strength and knowledge, and most importantly contribute to the complex competences of future working. For further research, it is expected to be able to prove that using the blended teaching methods will effectively improve students' communication skills and learning efficiency, enhance students' learning experience and critical thinking skills.

Keywords: Digital Economy Era; Business English; Teaching Methods

1. Introduction

The Business English major established in 2007 is a new major with unexpected rapidly growth in China. Under the influence of the current global economic integration, Business English not only has been widely applied in daily business life nowadays, but also in higher education. International trade business correspondence is one of the main course in this major. The communication content involved in the foreign trade English correspondence course is diverse, including establishment of business cooperative relations, inquiry, offer, quotation, contract signing, order, shipment, insurance, payment, claims and so on. International trade business correspondence plays an important communication role in the smooth development of cross-border trade activities. With the transformation of the society's information-based industrial economy entering into a knowledge-based economy dominated by information management, in the digital economy era, transnational trade cooperation and communication methods have begun to evolve into the models of digitization and informatization. The writing methods of foreign trade English correspondence has been changing accordingly. Meanwhile, the traditional teaching model has gradually changed in order to meet the needs of the job market. Teaching methods have become more diversified, and teaching is no longer limited to classrooms. From the perspective of foreign trade English correspondence course, this study is aiming to form a blended teaching mode combining traditional teaching mode with information technology, which will extend classroom teaching outward, cultivate the students more systematically and comprehensively, and effectively improve their English level, to meet the comprehensive development needs of students and the talent needs of current work requirements.

2. The development of English teaching mode in the era of digital economy

Digital technologies, typically represented by the Internet, big data, 5G, artificial intelligence, accelerate the deep integration with industries, bringing the world into the era of digital economy (Afonasova, Panfilova, Galichkina, Lusarczyk, 2019). It's at the forefront of development and provide substantial opportunities for different industries to accelerate financial growth and creating job vacancies. The digital economy era refers to the characteristics that individuals have the ability to freely transmit information and obtain information in a timely manner, which was difficult or even impossible in the past. With the development of the digital economy era

and Internet, the foreign trade industry which is closely connected with it has been changed subsequently. It has led to the emergence of large markets for internet network service and mobile communications. As a consequence, people who work in international trade business can communicate in a much easier way by online chat tools and mobile appliances. Consequently, the International trade business correspondence course, as the main course that teaches students how to communicate with their customers in global business environment, was facing the challenge of adapting the changing environment and the needs to ameliorate the teaching plan and teaching methods accordingly.

The development of the digital technology correlates with the dynamics of educational activities. Higher education particularly affects the development of the digital economy because it is a system training highly qualified personnel, conducting scientific research, and generating innovative ideas. As we mentioned earlier, the digital economy clearly demonstrates the need to change the teaching plan, the teaching methods in accordance with the changing trends. That's why we are developing the teaching methods towards blended teaching methods. How to organically integrate information technology into education teaching in order to care for learners' learning experience and promote the cultivation of new talents is an issue that current educational technology researchers need to pay great attention to. In order to promote the cultivation of students' communication ability, educators pay plentiful attention to improve students' learning experience.

2.1 Enriched teaching resources

In the era of information economy, the wide application of Internet and digital technology provides more abundant teaching resources for English teaching, such as online courses, digital teaching materials, multimedia teaching, etc. educators can use these resources to make English classroom more lively and interesting.

2.2 Changed teaching methods

In the era of information economy, traditional teaching methods can no longer meet the needs of students. Educators need to adopt more flexible and diversified teaching methods, such as project-based learning, cooperative learning, flipped classroom, etc., to better Stimulate students' interest and enthusiasm in learning. Blended teaching has become a priority for educators.

2.3 Increase the role of educators

In the information economy era, the role of educators is no longer a simple knowledge imparter, they are needed as a student's instructor, guide, and curriculum assistant. educators need to adopt different teaching strategies and methods according to the actual situation of students to help students better master English knowledge and communication skills.

3. The effect of applying blended teaching methods in the foreign trade English correspondence course

Under the background of diversified and personalized network digital teaching methods and learning methods, college English teaching and learning urgently need a new teaching model and educational reform (Bi, 2019). Driscoll (2002) stated that "Blended teaching mode is an elevation of teaching ideas, which will change students' cognitive styles and educators' teaching methods and roles". In the traditional classroom teaching mode, the way for students to acquire knowledge mainly comes from books, textbooks and educators' own knowledge reserves. Under the influence of digital technology, educators are provided with more channels and resources to prepare teaching plans and improve teaching methods to achieve the synchronization of educational resources. In this process, we discover the advantages of adopting blended teaching methods.

Blended teaching can be recognized as blended learning which is determined by the analysis of students' needs, the teaching environment, and choice of the teaching facilities. With regard to the international trade business correspondence course, the use of modern teaching devices in the class, for example, multimedia which takes advantage of various types of learning materials: infographics, pictures, videos, tables, graphs, and more, is an irreplaceable advantage. By using this, we can not only enrich the content of the class but also increase the engagement of the students in the class actively, transfer the learning model from "listening" to "doing" and combined the conceptual theory with practical skills. Especially in the subject of foreign trade English correspondence, the rational use of computers, PPT, and other teaching equipment in the classroom can not only enhance the class forms but also

introduce the current hot topics, through different forms, arouse students' interest, improve students' learning enthusiasm.

In addition, the educator would be able to make use of a variety of resources to design the curriculum and make the teaching plan to deliver learning materials in a variety of situation. One of the most important benefits of using blended teaching methods is that it gives both educators and learners easy access to learning content which means it can effectively extend the classroom. It enhances the flexibility in terms of availability. The online platform and mobile appliance enables students to access the learning materials and educators to deliver support and instruction from anywhere at any time. In the business correspondence class, we mixed it with online class and offline class, students can prepare lessons before class and look over class materials and educators are able to provide extra support and give timely feedback through the online platform. What's more, by using digital technologies and online tools, we can gather data such as attendance, engagement and comprehension to analyze trends and learning outcomes. The online communication between peer students can also stimulate students' interest in English learning, improve learning enthusiasm, deepen their understanding of the course and get familiar with the contact way in real life.

4. Conclusion

The digital economy era provides numerous information and resources to enable innovative solutions for complex development challenges and help educators integrate theories with practice, and cultivate students' comprehensive abilities. The business correspondence course combines the diversified information technology means with the use of blended teaching methods to improve the efficiency and quality of communication skills and enhance students' learning enthusiasm. At present, blended teaching has become the mainstream informatization teaching mode. It can be concluded that using blended teaching methods results in many benefits, not only in students' learning but also in the educators' teaching quality.

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The Attitudes of University Students Towards Homosexuality

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Abstract: Homosexuality, as a sexual orientation, encompasses individuals who experience love and sexual desire exclusively towards individuals of the same sex. Those who identify with this sexual orientation are referred to as homosexuals. Recognizing that various sexual orientations are equally valid, it is important to understand that homosexuality is a complex phenomenon. This paper aims to shed light on the current state of homosexuality in China. It holds universal significance not only for promoting cultural diversity, protecting human rights, strengthening the legal framework, and advancing society, but also for the well-being and livelihood of this vulnerable group.

Keywords: Homosexuality; Sexual Orientation; Cultural Diversity

1. Introduction

Homosexuality was considered a criminal offense in China, and it was only through reform and opening up that the situation began to improve. It was not until 2001 that the Chinese Psychologists Association officially removed homosexuality from the list of mental illnesses. Despite the government's growing tolerance towards homosexuality, discrimination against homosexuals persists. As a result, very few individuals feel comfortable openly acknowledging their homosexuality.

This paper aims to analyze the current state of homosexuality from the perspective of college students. Homosexuality exists as a subculture that can be distinguished from the mainstream culture. As people want to know about the younger generation's perception of this subculture, there is a growing concern regarding the attitudes of university students toward homosexuality. Additionally, this paper is to promote accurate concepts and values, with the hope that society as a whole will adopt a respectful and accepting attitude towards individuals who identify as homosexual, bisexual, or transgender. By doing so, these individuals can overcome feelings of inferiority or even despair, and gain greater legal protection and personal rights.

The paper includes six sections: first, there is an introduction to the entire paper, along with the aims and research content. Second, the research methods. The researcher focused on four main research objectives: examining the factors contributing to homosexuality, investigating the prevalence of homosexuality among university students, exploring the challenges faced by homosexuals, and analyzing the impact of heterosexual attitudes on homosexuals. The fourth and fifth sections summarize the findings and limitations of the paper. Finally, recommendations are based on the research outcomes.

2. Research Methods

The researcher utilized the questionnaire star platform to distribute electronic questionnaires and collected a total of 150 responses within a span of three days. The participants were students from various academic years enrolled in the School of International Education at Wuhan University of Technology. Among the respondents, 58.46% were female and 41.54% were male. The primary focus of the questionnaire was to assess the attitudes of university students towards homosexuality.

3. Findings and analysis

According to figure 1 of the survey results, when asked about their views on homosexuality, 60% of the students expressed support and a desire for the happiness of this group. Additionally, 15.38% stated that they find homosexuality acceptable, while another 15.38% held an indifferent attitude. Only 9.23% of the students indicated that they could not accept the existence of this group.

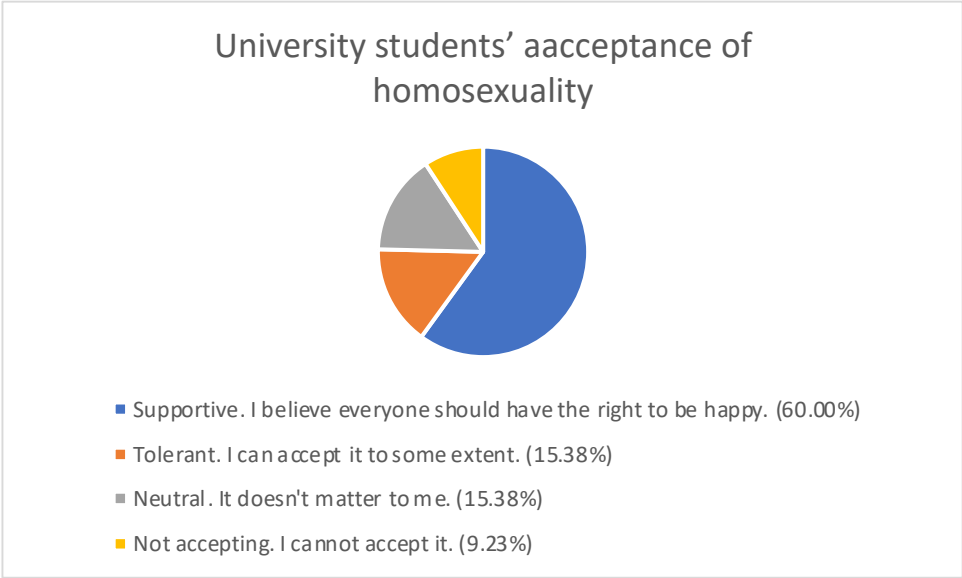


Figure 1 University students' acceptance of homosexuality

These findings suggest that the majority of students hold a positive view of homosexuality, but it is evident that some discrimination still persists. Most students expressed acceptance, which could be attributed to positive portrayals of homosexuality in certain media and online platforms, as well as the recognition of the significant presence of this group within society. The reluctance of some students to accept this group may stem from long-standing societal prejudices.

In response to the question of how society should treat homosexuality, 84.62% of students expressed the opinion that they should be reasonably protected. Additionally, 3.08% believed that special attention should be given, while 4.62% stated that there should be no interference or monitoring. On the other hand, 6.15% of students suggested that control should be strengthened, and only 1.54% believed that homosexuality should be cracked down upon.

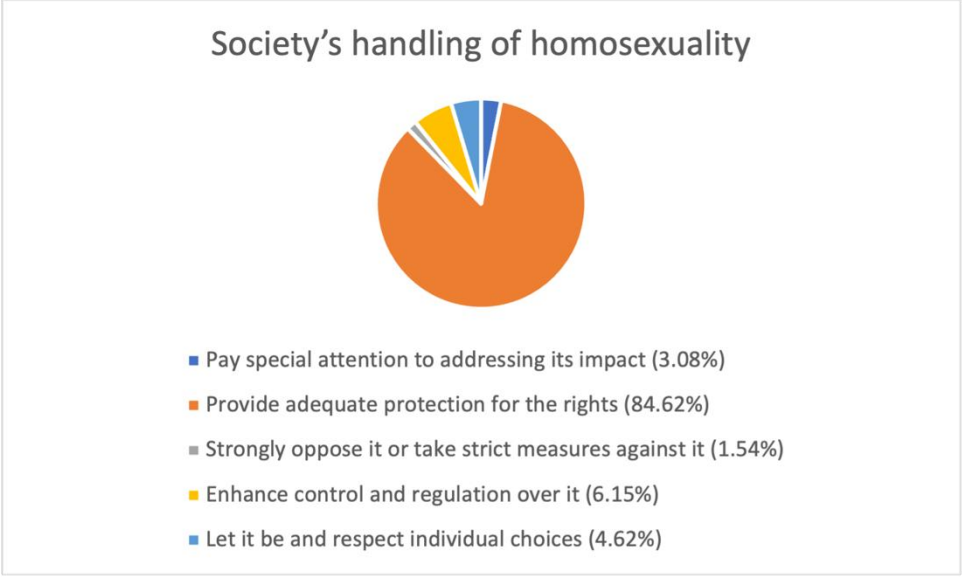


Figure 2 Society's handling of homosexuality

These findings indicate that society holds an inclusive attitude toward homosexuality. It recognizes the importance of providing reasonable protection and support for individuals who identify as homosexual. It is noteworthy that the majority of students reject the notion of intrusive treatment or crackdowns on homosexuality.

The reason behind this phenomenon may be attributed to the discussions surrounding the causes of homosexuality. In ancient China, the prevalent theories were the "innate theory" and the "nurture theory." Similar to heterosexual individuals, some people are born with a homosexual orientation, and there is no inherent difference between the two. In other countries, the main theories include the "physical factors determining theory" and the "psychosocial factors determining theory." These theories suggest that the causes of homosexuality are related to external factors rather than being inherent to homosexual individuals themselves. In essence, homosexuality is not a flaw or abnormality.

Although both homosexuals and individuals who switch genders have same-sex partners, homosexuals do not experience gender identity barriers and do not require transgender experiences (McCann and Sharek, 2014). Additionally, there is a phenomenon of heterosexual dressing among homosexuals, which serves the purpose of attracting individuals of the same sex or expressing personal beauty, rather than seeking sexual pleasure. This distinguishes it from cross-dressing in opposite-sex contexts. Based on the above discussions, this article posits that homosexuality is the result of a combination of physical, psychological, and social factors.

Furthermore, when asked about their stance on the legalization of homosexuality, 66.15% of the students expressed complete agreement, believing that homosexuals should be protected by the law. On the other hand, 10.77% of the students strongly disagreed, citing ethical concerns.

The data indicates that the majority of respondents support the legalization of same-sex marriage, while a portion does not. Those in favor of legalization may argue that it respects the rights of citizens, helps mitigate social issues, represents a free choice that does not harm others, and is protected under marriage laws as personal rights.

Those who oppose legalization may hold the belief that the fundamental purpose of marriage is procreation, viewing same-sex marriage as contrary to human nature. Some individuals may argue that same-sex relationships can be tacitly accepted without the need for legal recognition.

Proponents of same-sex marriage argue that it expands the definition of marriage by removing the requirement of one man and one woman, thereby allowing for same-sex couples to marry (Young and Boyd, 2006). They view this expansion as a positive step that challenges traditional concepts and aligns with the moral principle of respecting individual rights. However, many societies around the world still adhere to the belief that marriage is founded upon the union of one man and one woman. Advocates for this traditional definition argue that deviating from this foundation undermines the fundamental concept of marriage. They perceive the acceptance of same-sex marriage as a distortion of the institution of marriage.

It is important to note that these viewpoints reflect differing perspectives and societal norms regarding the definition and purpose of marriage. The debate surrounding same-sex marriage remains complex and multifaceted.

4. Limitations

The survey was conducted within a short time frame and under limited conditions, resulting in a sample size of only 150 valid questionnaires. The survey population may not be representative enough, and certain data may lack precision.

In future research, the researcher can address these limitations by increasing the number of questionnaires distributed. Additionally, the researcher can collect information on the attitudes of foreign college students towards homosexuality to facilitate comparisons and enhance the depth of the research.

5. Conclusion

Based on the survey and data analysis, the research has provided a summary of the current cognition and attitudes of university students towards homosexuality, as well as their perceptions of self-identity within the homosexual community. This exploration aims to shed light on the real-life experiences of homosexual individuals in today's society.

The key findings from the survey are as follows: Firstly, the majority of college students possess a basic understanding of homosexuality and some knowledge related to the topic. However, there are still individuals who lack any knowledge about homosexuality. Secondly, most respondents believe that society should adopt a reasonable attitude of protection toward homosexuality. They express the view that homosexuality does not warrant excessive attention or control. Finally, in terms of the law, the majority of participants believe that homosexuality should be afforded appropriate legal protection and even support its legalization by the state. However, a minority of participants expressed disagreement with this viewpoint.

6. Recommendations

To effectively guide the attitudes of college students towards homosexuality, it is imperative for governments to enhance the online environment by eliminating explicit pornography and violence. This will ensure that young people have access to accurate information to understand and approach homosexuality in a respectful manner. Furthermore, universities can play a significant role by offering relevant courses or inviting expert lecturers to provide students with accurate perspectives and insights. Additionally, it is crucial for universities to prioritize mental health education among college students, equipping them with analytical skills and promoting a comprehensive understanding of various societal issues, including homosexuality.

To address the ongoing public debate surrounding the legalization of homosexuality, governments should aim for transparency and provide appropriate information on the nature and experiences of homosexuality. Striking the right balance in disclosure is important. Moreover, governments should expedite the improvement of relevant legal frameworks and treaties pertaining to homosexuality.

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Reflection on the Cultivation of Art and Design Talents under the Background of the Artificial Intelligence Revolution

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Abstract: With the progress of information technology, especially the widespread use of artificial intelligence technology, it has shown an important role in promoting economic and social development. Art and design in universities is a new discipline that combines modern technology with humanities and art. Only by emphasizing the development of science and technology, adapting to the requirements of the times, and closely integrating humanities and art with science and technology, can we gradually expand the educational channels for cultivating composite and innovative talents. Effectively organizing different types of scientific research activities, building a sound and comprehensive education system, plays an important role in adjusting teaching relationships, innovating teaching models, enhancing students' professional and comprehensive qualities, and improving their academic performance and employment competitiveness.

Keywords: Artificial Intelligence; Art and Design; Talent Training

Introduction

With the development of artificial intelligence technology and the gradual deepening of education system reform, the emergence of a large number of AI generation tools has begun to disrupt the traditional industry of art and design. We believe that traditional art and design education models can no longer adapt to the development of the economy and society. Universities should use innovative thinking to promote and ensure the development of art and design courses and the improvement of talent cultivation models. They should not only attach importance to helping students lay a solid theoretical foundation, but also focus on cultivating their practical abilities, cultivating their innovative spirit and consciousness, and cultivating more outstanding art and design talents for social progress and economic development.

1. Technological development transforms people's lifestyles and promotes innovation in art and design

The emergence and development of artificial intelligence technology also promote the transformation of art and design theory and production models. As a product of the rapid development of knowledge economy globalization, the emergence and application of artificial intelligence have played an epoch-making role and significance in economic and social development. Modernist design embodies the ideas of the Industrial Revolution, while postmodern design embodies the concept of information technology. The foundation of artificial intelligence is microelectronics technology, and the use of transistors represents the development of microelectronics technology, which may establish miniaturized electronic devices and lay the foundation for the birth of computers. The development of computer technology effectively transforms the way art and design is carried out, achieving diversified and small-scale design, liberating the inherent form of products, and designing products according to market requirements. In the design process of the post industrial era, the style and category of consumer life are considered, and its technical requirements are more flexible and intelligent to meet the cultural backgrounds of various consumer talents and better adapt to the conditions of product production. When performing art design, the latest process documents, design drawings and design parameters can be obtained with

the help of huge computer data. graphic designer can select image materials to complete design and editing. It can enable environmental designers and architectural designers to work better without laborious and time-consuming production of models, enhance their freedom of production, and better innovate artistic design.

Computer science can handle human-machine problems, analyze consumer feelings and psychological factors, design products with human nature and taste, and transform product sales and development models. Software technology can transform artistic design concepts and design processes. Due to the rapid development of computer technology, product design concepts have expanded from the previous material field to the procedural field, achieving the development and innovation of artistic design.

2. Current problems in the cultivation of art and design talents

2.1 Lack of clear goals for the cultivation of art and design talents

At this stage, most of the universities in Chinese Mainland have the characteristics of similar talent training and complete professional categories, and blindly follow the trend to expand enrollment in order to meet market demand. The school did not position its talent cultivation goals based on its own specific situation, did not conduct differential analysis among schools, lacked clear planning for professional construction and talent cultivation, and did not have long-term strategic goals. Some universities lack an accurate and complete curriculum system for art and design majors, resulting in lagging professional settings, converging content, and outdated teaching methods, making it difficult to meet the diverse talent needs of enterprises. In this teaching environment, it is difficult to cultivate art and design talents with a sense of technological innovation and innovative spirit.

2.2 The curriculum is difficult to meet market demand

In the context of sustained economic development in China, art and design majors in universities have not fully recognized the economic form and have not understood the requirements of society for art and design talents. Students have limited skills, knowledge, and practical experience, making it difficult to keep up with the requirements of the times. The lack of proper understanding of the importance of employment psychology education and talent demand analysis in schools has led to inappropriate employment attitudes and psychology among students, resulting in a gap between students' expectations of work and the actual nature of their work, resulting in maladaptive psychology that affects students' employment. In addition, the teaching content and curriculum system lack analysis of the market, enterprises, and society, the lack of flexibility in professional settings, and the disconnect between theory and practice, resulting in a disconnect between market demand and school education.

2.3 Lack of flexible teaching management mechanisms

Although the reform of art teaching can generate new teaching concepts and teaching plans, due to the talent cultivation plan formulated four years ago, and with changes in market demand and economic environment, the rigid teaching management system is difficult to update in a timely manner, resulting in teaching content and teaching plans unable to meet the requirements of teaching reform and talent cultivation, or the developed school enterprise cooperation plan cannot be operated or implemented in teaching. Due to the fact that the teaching time and syllabus of the course are subject to talent development plans, which are relatively fixed, while school enterprise cooperation belongs to a dynamic operation mode, which is relatively flexible and constantly changing. Currently, the education mechanism has not yet developed a teaching management mechanism to operate and coordinate the relationship between the two, leading to education reform entering a dead end.

2.4 Lack of comprehensive professional practical teaching

Practical teaching can enable students to have strong professional abilities, and cultivating technological innovation talents can reflect students' applicability. Art and design majors in universities should take practical teaching seriously. However, in actual teaching, universities have not built fully equipped and well-equipped training bases due to issues with educational philosophy and funding, and have not established a practical teaching system that meets the requirements of cultivating art and design talents. The proportion of practical teaching in the teaching plan is relatively small, and practice is superficial without building a school enterprise cooperation base. Students have short internship time, limited internship content, and few opportunities. In addition, the art and design talent major has not yet established a good circular interaction mechanism with enterprises. Enterprises have built practical training

bases in universities, and both parties lack scientific cooperation methods. At the same time, due to the importance of profits by enterprises, school enterprise cooperation has not reflected its due role.

3. Strategies for Improving the Cultivation of Art and Design Talents from the Perspective of Technological Innovation

3.1 Emphasize professional foundation courses.

The basic skills and knowledge of art and design are the knowledge points that students must learn. Mastering basic skills and knowledge can enhance their professional abilities and meet the requirements of technological development for students to update their knowledge and deepen their theoretical knowledge. Construct a dynamic update mechanism for teaching content. The teaching content of the course is the key to cultivating talents and the main content for students to learn. Universities should continuously analyze and refine the teaching content, abandon outdated cases and knowledge, add project-based teaching content to freely research topics, cultivate students' exploratory thinking, mobilize their problem-solving ability and innovative consciousness, and demonstrate the timeliness and foresight of the teaching content.

3.2 Establish a practical teaching system.

Universities should set up specialized or comprehensive practice sessions, and students should conduct artistic design exercises based on commercial operation requirements. The content includes conceptualization, design, creating renderings, drawing, making models or products, understanding the requirements of different sessions and the relationships between them. Teachers can also choose teacher horizontal projects or social service projects in graduation projects, thematic designs, and comprehensive designs, allowing students to personally experience project commissioned design, understanding design requirements and tasks, setting design goals, analyzing and conducting market research, expressing design creativity, cost pre selection and material selection, production and production, and information feedback, etc., to improve the comprehensiveness of student training.

3.3 Universities should establish practical training bases.

On campus laboratories or training bases attach great importance to cultivating students' basic and professional skills. Off campus training bases belong to the joint construction of schools and enterprises, allowing students to understand professional requirements and job characteristics, and cultivating their professional abilities and qualities.

Conclusion

At the current stage of severe economic situation in China, efforts should be made to explore new economic growth points, so that the creative industry can shoulder the important mission of promoting economic development. The development of the creative industry requires universities to cultivate a large number of talents in the field of art and design. In the process of cultivating talents, art and design education should pay attention to the future, attach importance to social development, analyze the requirements of society and enterprises for talents, effectively reform teaching methods, adjust curriculum systems, enrich teaching content, optimize teaching structures, build a practical teaching system, establish a dual teacher team, and improve teaching management mechanisms, By utilizing scientific and technological reform and innovation to solve the problem between art and design talents and social needs, we aim to enhance the professional and comprehensive qualities of design talents, and cultivate more outstanding talents for society.

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The Teaching of Idioms in Chinese as a Foreign Language Based on Lexical Chunks Theory

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Abstract: Idiomatic phrases are one of the lexical units. Many second-language learners showing great enthusiasm for using idiomatic expressions because of the rich cultural factors inherent in them and the vibrant, hilarious language that is close to life-like. However, the idiomatic terms are so complicated that they frequently cause foreign learners to struggle with learning and comprehending Chinese. With its own advantages, the idea of lexical chunks has the potential to be a game changer in the teaching of idiomatic.

Keywords: Lexical Chunk Theory; Chinese as a Foreign Language; Idiom Teaching

1. Introduction

Idiomatic expressions, which are brief and fixed phrases in spoken language, are generated by long-term selection and processing in the course of human social communication. Because idiomatic expressions are an important aspect of spoken Chinese and contain rich historical and cultural connotations, they are often used to assess learners' oral and idiomatic Chinese level. Learning Chinese idioms can be difficult for some foreign learners who have limited understanding of Chinese culture and are unfamiliar with the Chinese language. This research investigates approaches and tactics for teaching idioms in Chinese as a second language using lexical chunk theory. In terms of research techniques, this paper first outlines the theory of lexical chunks as a whole, then evaluates the challenges in second language learners' usage of idiomatic expressions, and lastly proposes practical teaching measures based on the problems.

2. An overview of chunk theory

According to foreign linguists' research, lexical chunks are words and structures expressed in blocks that appear frequently in spoken language, and are usually composed of two or more consecutive or discontinuous word combinations that are stored in memory as a whole, and can be directly extracted from memory as a whole when used. Lexical chunk theory arose from American psychological research and was introduced into the linguistic category in 1975 by American scholar Becker. It was first used in English teaching when it was brought into China, and it later drew the attention of Chinese teaching researchers, and was gradually applied to teaching Chinese as a foreign language.

Lexical chunks have a significant role in the acquisition of second languages because they are integrated and condensed in spoken articulation. In a practical setting, they can be directly pulled from memory as a whole without the requirement for grammatical analysis, but they cannot be divided. For second language learners, the number of Chinese grammar and vocabulary is very large. If we do not rely on lexical chunks to associate and integrate scattered elements, but simply rely on memory, we need a huge amount of work to master grammar and complex vocabulary and sentences smoothly. With their limited memory and processing capacity, second language learners can recognize vocabulary and huge, complex language units with the use of lexical chunks, which makes it easier for them to comprehend, retain, and convey complicated Chinese phrases.

2.1 The use of idiomatic expressions by second language learners

Idiomatic expressions are frequently applied in daily communication and convey complex ideas in a few simple words. Idioms

represent people's customs, lifestyles, and attitudes and contain a wealth of social information. The acquisition and usage of idiomatic expression relies on osmosis for a native speaker who has spoken Chinese as their mother tongue since childhood. They have been exposed to idiomatic expressions since they were young. Idiomatic expressions are close to life, amusing, and implicit for second language learners, thus they always demonstrate a strong excitement for learning and utilizing them. However, they are finding it challenging to learn Chinese because of the complexity and social nature of idiomatic language. The usage of colloquial terms typically causes the following issues for second language learners.

2.1.1 Grammatical errors in idiomatic expressions

The structure of the idiom has a certain stability, the stereotyped structure is usually three-character, but there are also a few for the four-character or six-character structure, such as "show off", "tattling", "high is not low" and so on. At the same time, idiomatic expressions also show some flexibility, which can be extended by embedding words in the middle or before and after, or moving the word order. It is important for second language learners to understand how to manage this "degree".

Second language learners tend to make mistakes in the use of idiomatic expressions. Other elements can be added to the stereotypical structure of some idioms. For example, "pulling an all-nighter" can be said to mean "driving all night for two days", and "playing fast and loose" can be said to mean "playing fast and loose". But some expressions cannot be added, such as "beat a retreat", which cannot be said as "beat a retreat" or "beat a retreat", "to wear a halter", which cannot be said as "to wear a halter". Most idioms can be added or inserted, but almost none can be reduced. For example, in "His boss didn't like him and benched him", the deletion of "cold" in "benched" causes the idiom to deviate from the original.

2.1.2 The semantic deviation of idiomatic expressions

Idiomatic expressions generally contain the surface meaning and the deep meaning derived from metaphor, and we mainly take the deep meaning when using them. The surface meaning is generally understood literally and is straightforward. Therefore, some second language learners tend to remember the surface meaning of idiomatic expressions quickly while ignoring the deeper meaning derived from long-term use, which leads to problems in use. For example, in "We just walked into the market and saw everywhere hanging sheep heads and selling dog meat", the deep meaning of "hanging sheep heads and selling dog meat" is a metaphor for doing bad things in the name of good, with derogatory emotional color, which is inappropriate to describe the market and sellers. In the daily use of idiomatic expressions, it is often difficult for second language learners to take into account all aspects of the Chinese content they speak. Therefore, it is necessary to establish a thinking connection between the surface meaning and the deep meaning, so that second language learners can better understand the deep meaning, smoothly transition from the shallow to the deep meaning, and reduce the mistakes in the use process.

2.1.3 Pragmatic failure of idiomatic expressions

Most of the pragmatic errors of idiomatic expressions are the wrong object, the wrong occasion and the problem of praise and criticism. For example, "I failed this test, will my teacher send me packing after reading my report card?" "Packing" applies to employment, but not to teachers and students.

Idiomatic expressions are short, concise, popular and humorous. They are mostly used in oral and private communication, and are not applicable in more formal occasions or face expressions. For example, "I think this is a recipe for reinvention and suggest a new one." "Reinvention" undermines seriousness and is inappropriate in the context of a workplace proposal.

In addition, the commendatory and derogatory aspects of idioms also deserve the attention of second language learners. Many second language learners always focus on the semantics of idiomatic expressions, but ignore the emotional aspects. For example, "He is sincere and generous, and always tries to make peace when things happen, so his colleagues like him very much", "peacemaker" refers to a person who mediates without principle, with derogatory feelings, which is inconsistent with the context of the sentence which contains praise and praise.

2.2 Teaching measures of idiomatic expressions in Chinese as a Foreign Language based on lexical chunks theory

Many second language learners encounter the problem that even after spending years learning Chinese, they are still viewed as unauthentic when conversing with others. The words and phrases used are one of the causes. Some meanings in Chinese have fixed expressions, so it is necessary to use lexical chunks to make students remember these fixed expressions as a whole, so as to carry out correct collocation. Besides, the lexical chunks imply a specific communicate context, which might aid students in making intelligent word and phrase choices when appropriate. The steps for incorporating lexical chunks theory into idiom teaching are as follows.

2.2.1 Optimize teaching thinking and cultivate block consciousness

Zhou Jian (2007) pointed out that "the important inspiration of the theory of lexical chunks for us lies first in the conversion of memory units to convert smaller words into larger lexical chunks, which can expand the capacity of short-term memory and improve the efficiency of memory". Therefore, in order to reduce the likelihood of student using idiom incorrectly, teachers should not only explain the pronunciation, writing and connotation of idiom but also actively help students find and summarize the lexical chunks in idiom. They should also increase students' sensitivity to the lexical chunks and their fixed expressions.

2.2.2 Strengthen the learning and accumulation of idiom blocks

It is not enough to simply understand a language's grammar principles; you also need to have a specific quantity of vocabulary and lexical units. We can only precisely extract the vocabulary we need and correctly express our meaning if we have a large enough vocabulary. Teachers should therefore encourage students to learn and recite idiomatic language blocks while assisting them in developing the ability to accumulate idiomatic language blocks.

Additionally, when guiding pupils to acquire idiom blocks, proper teaching techniques should be taken into consideration. From the simple to the profound and from the simple to the difficult, instruction should be given. Easy-to-understand and often used idiom blocks should be mastered by students before gradually introducing them to idioms with more metaphors and complex meanings. This will increase student engagement in the classroom and increase teaching effectiveness.

2.2.3 Sort out and summarize idiom chunks

Although there are many idiomatic expressions and their lexical components in Chinese, there are only a small number of prefabricated lexical components for frequently used idiomatic phrases, so we do not need to fully grasp them. As a result, when creating lesson plans, teachers must categorize and describe idiomatic language blocks based on their difficulty, unique context, and frequency of use. For students to understand how to use idiomatic language correctly and more effectively, instructors must also conduct pragmatic training exercises after the class has been explained.

3. Concluding remarks

There have been less studies on the teaching of lexical chunks applied in idiomatic phrases in recent years, despite an increasing number of studies being done to include the notion of chunks in the teaching of Chinese as a foreign language. Lexical chunks instruction can increase student retention and cut down on errors, making it a particularly practical method for teaching idiomatic language.

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An Analysis of the Students' Attention Path Regulated by Teachers in the Middle Chinese Classroom of Primary School

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Abstract: The primary school stage is the key stage for students to form good habits and lay a good learning foundation, especially in primary schools, Chinese classes account for the largest proportion of all courses, the focus of learning began to shift to understanding and mastering. Through scientific methods, teachers can effectively improve the concentration of Chinese learning of primary school students in order to improve their interest and overall level, to have a profound impact on the future study and life of primary school students. This paper analyzes the importance and strategies of teachers' attention training in the middle Chinese classroom of primary school.

Keywords: Middle Primary School; Chinese; Attention; Importance; Strategy

Introduction

Attention refers to the direction and concentration of human psychological activities to external things. With good attention, people can concentrate on observing things, exploring things and solving problems, so as to improve their cognition and thinking ability. However, good attention often needs to be trained and trained the day after tomorrow. Primary school classroom is the key place to improve children's attention, and Chinese class is the most important subject in primary school curriculum. Due to the influence of the law of growth and development, the concentration time of primary school students is generally about 15-20 minutes. according to the study, although there is a lack of concentration in the lower stage of primary school students, but the impact on grades is not significant, which may be related to the low difficulty of this stage of the curriculum. However, the attention development of senior primary school students is better, basically, the corresponding listening and learning habits have been formed. In contrast, the middle part of primary school is in the transition period from low to high, the focus of Chinese learning begins to shift to understanding and mastery, at this time, it is very important to cultivate the attention of primary school students. Some bad performances often appear in the classroom, such as mutual transmission of notes, painting, connecting with each other, daze and dozing and so on. How to give full play to the leading role of teachers and effectively control students' attention has become the primary issue that teachers need to pay attention to it.

1. The importance of attention training in the middle Chinese classroom of primary school.

1.1 Increase primary school students' interest in Chinese learning

Interest and concentration complement each other. Focused students can better master what they have learned in the Chinese classroom, and are more likely to obtain satisfactory results, so have a strong interest in Chinese learning. While focusing on classroom knowledge, primary school students tend to explore new knowledge and put forward new questions on this basis, thus improving the concentration of classroom attention.

1.2 Improve the overall language level of primary school students

In the primary school curriculum, Chinese belongs to a relatively comprehensive subject, which requires students to have a certain Reading ability, expansion ability , emotional understanding and identity, the high concentration of attention in the Chinese classroom can make students quickly absorb new knowledge and make understanding and expansion. For example, when learning the text "our National Primary School", the focused primary students will carefully observe the writing of the new word "Dai" and find that "Tian" and "Communist" are hidden in the middle. When they learn to write the word "sparrow", they associate themselves with "peacock", "sparrow" and so on, finding that they are all related to birds. And then follow the teacher, carefully read the text, understand the national clothing, experience the well-being and happiness of ethnic primary school students, understand that we should cherish the present study and life. This has deepened the knowledge content, completed the knowledge expansion, and improved the overall Chinese level of primary school students.

1.3 Develop students' good learning habits

The cultivation of learning habits needs to be highly valued by teachers in the primary school stage. Good learning habits not only determine students' academic performance, but also determine whether students can have a good learning state and motivation. In the middle of primary school Chinese learning, a high degree of concentration can effectively consolidate the habit of listening carefully in class , cultivate the habit of thinking independently and expand exploration in reading ,which will have a profound effect on the future study and life of primary school students.

2. Strategies for teachers to effectively control students' attention

2.1 Create an appropriate teaching environment

According to Montessori's environmental theory, when children set up a "prepared environment", children will act according to their own internal needs, development speed and rhythm. In the process, they will show a love of order, concentrate their attention for a long time, and do their best to do something over and over again without feeling tired, which should also be an effective way to regulate students' attention. The most important aspect of "prepared environment" is "natural, cultural environment". First of all, the environment should be freely presented to students, so that each student can participate in the layout of the environment, so as to help to create a sense of identity. At the same time, teachers should also pay attention to the structure and order of environmental layout. If students' requirements for order are met, there will be a sense of happiness, and their concentration will also germinate in a regular environment. But Dr Montessori's emphasis on structure and order does not mean that everything remains the same and has always been placed in place, but that it regularly changes the position of things in the environment to match the pace of students' growth and make the classroom a lively place. Note that the layout of the classroom should not be too tedious. Such as full wall of stickers and awards ,too many green plants on the windowsill, which will seriously disturb the concentration of students' attention.

2.2 Classroom introduction based on brain attention preferences

In terms of brain attention preference, contrast and emotion ranked first, second, and the novelty occupied the third place. In fact, any new thing can attract the attention of primary school students, but to a different extent. Compared with the common direct introduction, practice introduction and other ways, primary school students prefer situational introduction, game introduction and other new and interesting ways. At the same time, teachers should also ensure the ideological nature of the introduction of content, can not be separated from the reality of life, on the basis of the original knowledge of primary school students. For example, when teaching the third grade, "Flower clock", teachers can use the game to introduce, prepare small cards of some kinds of flowers, mark the flowering time next to them, and put the new words from the last class in the center of the flowers, then show on the big screen, Then ask the students to answer ,who can read the correct pronunciation and recognize the type of flowers , the corresponding small card belongs to him. This kind of classroom introduction can not only review the new words of the last class, but also prepare for the study of this class, which effectively attracts the interest of primary school students and makes their attention focus on the Chinese classroom. However, in order to prevent students from being too excited and counteract after the game, teachers should emphasize the rules of the game in advance, rectify classroom discipline, and issue reward cards after class.

2.3 Optimizing classroom teaching structure according to the characteristics of primary school students' attention development

The concentration time of primary school students is generally about 15-20 minutes. If teachers adopt infusion teaching and lecture mechanically, it is difficult for primary school students to focus on classroom knowledge. Therefore, teachers should optimize the classroom teaching structure according to the characteristics of primary school students' attention development. For example, when teaching "San Gu Mao Lu", students are asked to use dictionaries or Baidu to preview the content, new words and background of the text in advance. In the formal teaching, the first 10 minutes by train way, let the students tell their own preview experience, can be retelling the text content, and new words, can also be Liu Bei, Zhuge Liang and other characters of the life story, it is best to answer in a sentence, so that every student has the opportunity to speak. If only a few students randomly click, other students may run away, do small actions, but easy to distract attention, which is not conducive to teachers to carry out the follow-up teaching content. In 10-20 minutes, students' attention is the most focused, teachers can use the way of teaching, transmission of the key and difficult content of the course. However, the teacher's tone of speech should be depressed, full of feelings, avoid "then"er"um" and other mantra continuing to appear, at the same time, the size of the voice should be moderate, the speed of speech should not be too fast or too slow, so as to effectively improve students' attention. After 20 minutes, students' attention is easy to distract, teachers can organize students to carry out role-playing, so that students can imitate the language, appearance and movement of the role in the text, in order to deeply understand Liu Bei's sincerity and the quality of Corporal Li. At the same time, it can also stimulate students' interest in learning, students who perform on the podium and students who watch in their seats concentrate. Finally, near the end of the class node, the teacher reviews and summarizes the content of the whole class, which can let the students express their own feelings, so that the teacher can not only understand the students' mastery, but also check their own teaching effect, learn from each other's strengths and make up for their weaknesses, and make continuous progress. However, because it is difficult for students to concentrate before class, it is the most impetuous period of time in the whole class. Teachers can also organize students to write the key words of this class, select some excellent works to display, and give appropriate awards.

Conclusion

This paper mainly introduces how to control students' attention in the middle Chinese classroom of primary school from the aspects of primary school students' brain preference and attention developing characteristics, in order to improve class efficiency and cultivate students' good learning habits. We can make clear the importance and value of improve primary school students' attention. At the same time, the attention of the students in the middle section is very large. Under the influence of family factors, how to communicate between home and school, let parents also pay attention to cultivate students' attention to promote students in the classroom, which is also a problem worthy of our consideration.

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A Brief Analysis of the Chinese Translation of *Tess of the D 'Urbervilles* from the Perspective of Functional Equivalence Theory

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Abstract: This paper applies Nida's dynamic equivalence theory to the appreciation of Hardy's masterpiece *Tess of the D 'Urbervilles*, discusses the translation of the meaning and spirit of the source text in terms of dialects, idioms and annotations from the perspective of functional equivalence theory, and further explores whether the spirit and value felt by the readers of the target text is dynamically equivalent to that felt by the readers of the source text. Finally, this paper shows the clever application of this theory and the determination to promote cultural exchange through *Tess of the D 'Urbervilles*.

Keywords: *Tess of the D 'Urbervilles*; Functional Equivalence; Zhang Guruo

1. Introduction

In order to establish a standard for conversion between source language and target language and decrease the discrepancy, according to the nature of translation, Eugene. A. Nida proposed the translation theory of "dynamic equivalence" ("functional equivalence") from the perspective of linguistics. Nida's dynamic equivalence "means that the response of the target reader to the target text is basically the same as that of the source-text reader".^[1] Besides, "equivalence" includes lexical equivalence, syntactic equivalence, textual equivalence and stylistic equivalence. With all these four, Nida argues, meaning trumps form. From the perspective of this theory, translators ought to translate the meaning and spirit of the source text instead of being confined to the form and further explore whether the spirit and value felt by the readers of the target text are dynamically equivalent to those felt by the readers of the source text, rather than simply translating the source text word by word.

As Hardy's representative work, *Tess of the D 'Urbervilles* is one of the Wessex Series. The novel tells the story of a pure rural girl Tess suffered a miserable life. Tess is a typical woman image shaped by Hardy, but she has dual personality which is different from ordinary women. She dared to resist the shackles of traditional morality and false religion, but she could not completely get rid of the fetters of the former one.^[2] This is the same problem today as it was in the late nineteenth century.

2. The Embodiment Of Dialect In Translation

As a typical local literature, the translation of *Tess of the D 'Urbervilles* needs to show its regional feature well. So dialect, as a unique national culture, is the language variety full of local flavor, and is also the most suitable for describing the character image and character background in the novel. When translating dialects of other countries, many translators will adopt the mode of dialect-for-dialect translation. That is to make the original dialect's translation corresponding to the local dialect's, which makes the whole translation more distinctive.

Mr. Zhang Guruo also made full use of this translation method when translating this work. By integrating Shandong dialect into the translation, Mr. Zhang makes the readers of the translation more clearly understand the education level of the rural characters and the distinct gap between the rich and the poor. Therefore, he successfully shapes the characters' images and effectively relays the characteristics of local culture and language.^[3]

For example, at the beginning of the first chapter, we can see the appearance of "俺". As a representative word in Shandong dialect, this word brightly shows the speaker's low level of education and the strong rural life atmosphere of the story, so that readers

can understand and integrate into the story at the beginning, which is conducive to readers' association and imagination. "Then what might your meaning be in calling me 'Sir John' these different times, when I be plain Jack Durbeyfield, the haggler?" This is what the peddler said in the conversation between him and the priest. Mr. Zhang Guroo translates this sentence with all the first person into "俺". "俺分明是平平常常的杰克·德伯, 一个乡下的小贩子, 你可三番两次, 老叫俺‘约翰爵士’, 到底是什么意思?" The appearance of "俺" makes readers quickly understand D 'Urberville's rural hawker image. At the beginning, it indicates the gap in education level, which lays the foundation for the ruthless suppression of the proletariat by the bourgeoisie in the following part of the article.

3. The embodiment of idioms in translation

3.1 The idiom in the title

Mr. Zhang Guroo has showed his love for idioms and his profound cultural background in the title. Idioms are a major feature of Chinese traditional culture, with profound connotation and full of emotion. Incorporating idioms into translation enables readers to gain the culture of both China and the West when reading the text, which not only shows the beauty of words in Western literary works, but also promotes the beauty of the structure of Chinese culture. For example, The title of the first chapter, "The Maiden", originally meant a virgin, but Zhang translated it as "白璧无瑕", adding a touch of modesty and elegance unique to Chinese women. In the title of Chapter 4, Mr. Zhang translated "The Consequence" into "兰因絮果". "兰" means happy marriage and "絮果" means the fluttering catkins. [4] It on the surface shows the happy life of Tess and Clare in this chapter, but in fact implies the tragic ending of their separation to the readers of the translation. It fully demonstrates how extensive and profound the Chinese culture is, foreshadows the overall trend of the story, and arouses readers' interest in reading the translation.

3.2 The idiom in the article

In the description of the article, the use of idioms can not only make the article more fluent, but also improve the target reader's understanding of the article. The use of appropriate idioms can keep the expression of the target text consistent with the original meaning, so that the target readers can feel the charm conveyed by the source text. Mr. Zhang used many idioms in his translation. For example, in Chapter two, "There were a few middle-aged and even elderly women in the train, their silver-wiry hair and wrinkled faces, scourged by time and trouble, having almost a grotesque, certainly a pathetic, appearance in such a jaunty situation." "游行队里的妇女, 有几位中年的, 甚至于还有几位快要老了的; 她们都饱经风霜, 受尽磨难, 一头银丝, 满脸皱纹, 却也夹在这种轻快活泼的队伍里, 让人觉得, 几乎不伦不类, 毫无疑问, 十分可怜可叹." The use of a series of idioms fully describes the appearance of middle-aged and elderly women. In the process of translation, the picture which is intended to be expressed in the source text is clearly presented to the target readers. It both shows the hardship of rural life and the happiness of local women celebrating the festival of Seri.

In addition, in bar 25, "She seemed stilled, almost alarmed, at what had occurred, while the novelty, unpremeditation, mastery of circumstance disquieted him... palpitating, contemplative being that he was." Zhang Guroo's version: 她好象是叫这件事吓怔了, 差一点儿吓坏了: 他呢, 这件事情里不同寻常。未容思索。完全受环境支配那种种情况, 使他心神不定起来.....他本来就是忐忑不安。In it, Mr. Zhang uses "未容思索", "心神不定" and "忐忑不安" to describe Clare's male shyness and joy after getting the further development between him and Tess, but at the same time there was an anxiety in his heart that the relationship had not been made clear. This is a genuine expression of a couple's initial expression of love, and these idioms can best express it. The embellishment of idioms makes the translation more fluent, which also shows that idioms have an important translation value in picture shaping.

4. The Embodiment Of Annotation In Translation

Cultural difference and the lack of cultural information are one of the difficulties and obstacles in translation. Mr. Zhang Guroo said in an interview, "I think annotation is necessary for translation and even annotation takes precedence over translations. My so-called annotation, of course, is not to copy the dictionary. That is so simple. What I mean for annotation is to solve difficult problems during the translation." [5] Hardy used a lot of folklore, historical allusions and geographical knowledge in *Tess of the D 'Urbervilles*. For target readers who do not know the native British culture, these will cause obstacles in reading and understanding, so Zhang added many annotations to solve this problem. [6]

4.1 Annotation on cultural allusions

In his translation of *Tess of the D 'Urbervilles*, Mr Zhang added many local English cultural allusions to the annotation, which greatly improved the readability of the article. For example, in the third chapter, "Three Leahs to get one Rachel", the translation is: 三个利亚, 都为的是一个拉结呀. This is the story of the Israelite patriarch Jacob with two sisters, Leah and Rachel, but the imagery of Leah and Rachel is unfamiliar to the reader. So Mr. Zhang noted this Biblical allusion clearly in his annotation: In Genesis, Chapter 28, Isaac called Jacob to his grandfather's home and married one of the daughters of his grandmother's uncle Laban. In Chapter 29, Jacob came to the house of Laban, and Laban had two daughters, Leah and Rachel. Jacob loved Rachel, and worked for seven years for Laban, and wished to marry her. But Laban let Leah marry him, and Laban worked for another seven years to get Rachel. This annotation gives a brief description of the allusion, so that the readers of the target text can have a deeper understanding of the meaning that the author of the source text wants to take example by from the allusions, and make the text more smooth and easy to understand.

4.2 Annotation on historical figures

In *Tess of the D 'Urbervilles*, Hardy uses a lot of history to describe the text, and at one point he borrows a line from Thomas Lodge to describe Tess's beauty. The article reads: He had never before seen a woman's lips and teeth which forced upon his mind with such persistent iteration the old Elizabethan simile of roses filled with snow. Zhang added an annotation to the translation, giving the reader a brief introduction to the Elizabethan period and pointing out that the "rose with snow" is a reference to Thomas Lodge's poem: "Two red cherries met, pearl lined up, I am happy to smile, the first rose with snow." Through this annotation, the reader of the translation can feel the charm of *Tess* better, and can read more smoothly.

5. Ending

To sum up, indeed, we can effectively improve our familiarity with and application of functional equivalence translation theory through appreciation of *Tess of the D 'Urbervilles* from the perspective of functional equivalence. After the above analysis, we can feel different translation effects from different methods, which will enhance our country's overall level of translation, promote the spread of literary works and drive the Sino-foreign cultural exchanges. [6]

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The Applications of Phonics in Primary School English Teaching in China

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Abstract: With the development of globalization and diversification, more and more people attach importance to English, and a great number of primary schools in China begin to attach importance to English teaching. As an international mainstream English teaching method, phonics has gradually been used in primary school education in China. Phonics guides students to match letters or letter combinations in the words with sounds, and read or spell words through these pronunciation rules, so that students can learn the vocabulary in a relaxed and pleasant way. It will also reduce obstacles to reading and writing words, and improve students' learning efficiency. However, there are still some problems in primary school English teaching in China, such as lack of systematic teaching, neglect of phonetic symbol learning and neglect of word meaning, which need to be further improved so that phonics can better assist primary school English teaching.

Keywords: Phonics; Primary School; English Teaching; China

Introduction

As a required course of compulsory education, English teaching has been gradually paid high attention to in primary education. For primary school students who are initially exposed to English, it is important to find the correct learning methods. Wrong learning methods will make students' learning become complex or difficult to understand, and may lead them resist this course or even this language. In order to make it easier for students to learn English, phonics is gradually used in primary school English teaching. Phonics focuses on the spelling of words by the corresponding between sounds and shapes, which can simplify students' learning, stimulate their interest in learning and better master the knowledge they have learned.

1. The background of phonics in primary school English teaching in China

With the development of globalization and diversification, more and more people attach importance to English. Good early literacy is crucial for the long-term development of language ^[1], so that primary school has also become the main stage of language learning. A great number of primary schools begin to attach importance to English teaching. Research shows that 16% of children have lower English reading skills than the average age, and 5% have serious English reading problems ^[2]. In our country, many students learn by rote, which is not only inefficient, but also easy to forget. This learning habit is unable for students to form a stable long-term memory. As an international mainstream English teaching method, phonics, with its interesting, simple and efficient advantages, was first introduced, promoted and popularized in Hong Kong and Taiwan in 2000 ^[3], and gradually began to be used in primary school English teaching in China. At the beginning of the 21st century, the introduction of phonics textbooks also promoted the application of phonics in English teaching in China ^[4].

2. Concept of phonics

Phonics is a relatively popular new method of education and teaching abroad in the early 20th century ^[5]. The core of this method is to master the corresponding relationship between the sounds and shapes of different letters or letter combinations and their pronunciation rules in words. Phonics guides students to match letters or letter combinations in the words with sounds, and read or

spell words through these pronunciation rules ^[6], so that students can learn the vocabulary in a relaxed and pleasant way. It will also reduce obstacles to reading and writing words, and improve students' learning efficiency.

For example, when learning to read the word 'ship', students first need to identify each letter ('i' and 'p') and letter combination ('sh') in the word, convert them into their corresponding sounds, and combine these sounds into the pronunciation of the word 'ship' ^[2]. On the contrary, spelling is also the same. When students hear the pronunciation of the word 'ship', they can convert it into 'sh', 'i' and 'p' according to the pronunciation, and spell it into the word 'ship'.

The integration of phonics into primary school English teaching can not only prevent student from learning by rote, but also stimulate their interest, improve their thinking ability and strengthen their memory. Early literacy can also help students develop their later reading and writing abilities ^[7].

3. The Applications Of Phonics In Primary School English Teaching In China

3.1 Applications in oral speaking.

There are some similarities between English letters and Chinese Pinyin in appearance and pronunciation, so many teachers introduce Chinese Pinyin to phonics. First, the pronunciation of letters that is similar to Chinese Pinyin will be learned by the students. Second, the students are taught the different pronunciations of the 26 letters, and they are gradually guided to find the rules about different pronunciations of the same letter in different words. Then, teachers will teach students the pronunciations of letter combinations. Finally, students will be asked to convert letters and letter combinations of the words into corresponding syllables, combine them to get the pronunciation of the words, and review the pronunciations constantly to strengthen their memory. Help students learn English beginning with their more familiar Chinese Pinyin at the initial stage can greatly lighten the burden of students' learning. Students can master the words in a relaxed, pleasant and efficient way, and their interest and confidence of English learning has been increased. The accuracy and fluency of students' spelling of words are also guaranteed.

3.2 Applications in spelling.

Phonics can effectively combine the sounds and shapes of words, and it is easier to remember the spelling of the words by remembering the pronunciation of words. During classroom teaching, separate different syllables of the words and make them into cards. Then, let the students find the corresponding pronunciation cards and put them together to make the whole word. So that the process of spelling words can be shown in the form of cards. The use of cards is easy for students to remember, and can clearly separate the syllables of the word, so it is conducive to the accuracy of students' word reading. After students can spell the words accurately, corresponding copying exercises are arranged to students to improve their writing ability of the words. It can strengthen students' memory, and ensure that students can accurately match pronunciations to letters. In vocabulary teaching, effective use of phonics can improve students' spelling ability.

3.3 Applications in reading and memory.

Picture books and animations can explain words in a vivid and easy form, and also can help students understand the use of words in a subtle way. After teaching a group of words, phonics is introduced into picture books and animations related to the learning content, which can deepen the students' impression of vocabulary, improve their reading ability and exercise their logical thinking. Besides improving reading ability, phonics has also been proved to improve students' reading related brain activities. The functional neuroimaging research report shows that the activation of multiple left hemisphere regions of the reading network has increased ^[8], and students' thinking ability has been improved.

4. Problems and suggestions of phonics in english teaching in china

4.1 Lack of systematic teaching.

Li Qi's research found that only 15% of the teachers learned about phonics through formal school training and professional books, and the frequency of phonics training organized by the school is also very low. Most teachers learn phonics by watching other teachers' open classes ^[9]. It can be seen that teachers themselves cannot truly grasp phonics, so that various problems will naturally arise when teaching students. In addition, each teacher will have certain differences in the methods and contents since their learning approaches

are different. The best way to improve this phenomenon is to introduce or compile unified textbooks, carry out formal training for teachers regularly. Only by standardizing teachers' teaching methods and contents, can students accept systematic and standardized teaching. Received unified training, teachers can better understand phonics. It can also enhance teachers' self-efficacy, thus facilitating the teaching of students^[10].

4.2 Neglect of phonetic symbol learning.

There are hundreds of rules of phonics. It will take a long time to understand them, but these rules are only suitable for 80% of English words^[3]. Relatively speaking, there are only 48 international phonetic symbols, which saves more time and covers all words. In addition, although phonics can help students learn the pronunciation of each syllable of the word, it can't help confirm the stress of the word. Students can only clearly understand where the word needs to be stressed by looking at the international phonetic symbols. We should combine phonics with the International Phonetic symbol, and take phonics as the transitional stage from Chinese Pinyin to the international phonetic symbol. In the early stage of English learning, students can learn most of the pronunciation through phonics. In the middle and higher grades of primary school, teachers should gradually change phonics to the international phonetic symbol. Because at this stage, students have mastered most of the English pronunciation, and it will not be difficult and boring for them to learn phonetic symbol anymore, besides, it will be more conducive to mastering the international phonetic symbol.

4.3 Neglect of word meaning.

To learn a word, it is necessary to learn its pronunciation, spelling and meaning. Phonics mainly focuses on the spelling and spelling of the word. Students can quickly understand the pronunciation and spelling of the word, but they cannot know the meaning of the word through phonics. The meaning of the word still needs to be memorized later. It is a wrong thought that you don't need to memorize the word meaning after learning it by phonics. It can be seen that when teaching students words, teachers should not only let students accurately read words, but also let students memorize the word meaning. They can help students avoid mechanical memory by associative memory, affixation or synonym classification, which can get twofold results with half the effort.

5. Summary

At the moment when English teaching is paid high attention to, phonics has been gradually applied in English teaching in China, which has had a lot of positive effects on students' English learning. It has improved the fluency, accuracy, spelling accuracy and the ability to read and understand words in the later period. Students' thinking ability has also been improved to a certain extent. Although phonics has obvious advantages, there are still many problems in primary school English teaching in China, such as lack of systematic teaching, neglect of phonetic symbol learning and neglect of word meaning. The application of phonics in primary school English teaching in China still needs to be further improved so as to better assist primary school English teaching in the future.

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Exploring the Teaching Strategy of Enlightenment Reading Based on English Picture Books

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Abstract: In recent years, with the wide application of English picture books as children's English enlightenment reading material, it has become an effective auxiliary teaching material for primary students to learn a second foreign language. This paper mainly introduces the concept and characteristics of English picture books so that readers can clearly understand the research object. Secondly, it gives an explanation of the current situation of the application of English picture books in reading education in our country, and demonstrates the importance of English picture books in the field of education. Finally, based on the reading teaching model of PWP and combined with relevant theories of education, specific strategies are proposed for teaching English picture books. I hope this paper will be helpful to the teaching of picture books.

Keywords: English Picture Books; Reading Teaching Strategy

1. The concept and characteristics of English picture books

1.1 Concept

English picture books mainly refer to the untranslated picture books directly introduced from abroad, which can provide authentic language materials and real cultural life scenes and scenes for second language learners, and help younger students have a comprehensive perception of English language in the enlightenment stage of primary English. It is of great value to the language ability, thinking quality, cultural background and learning ability of second language learners.

The content of this kind educational picture books is closer to children's life, concise and clear, unified form, easy to remember, and easy to read. For the enlightenment learning of English as a second foreign language, it provides a natural environment for preschool children, rich emotional experience, and gives the meaning of isolated English words in the context.

1.2 Characteristics

English picture books are informative and educational. They achieve the purpose of education through understandable language and art forms with pictures. The cultural value contained in the content design with rich emotional elements helps children initially form their own value judgment and subjective consciousness, and plays a role in the combination of intellectual education and moral education. According to the requirements of the new curriculum reform, students are the main body of learning. The colorful images and interesting stories constructed in picture books attract the attention of children, so that preschool or lower grade children are exposed to a large amount of correct English language knowledge in realistic English situations, and often can intake the abundant input to apply the second foreign language to the practice after reading. *The big cat plays* combines sentences and images to show children the daily lives of cats. "The big cat eats. The big cat looks. The big cat runs." Children are very capable of matching sentences in picture books with scenes in real life. With the help of UG and LAD, which are innate in young children's minds, it's easy for children to have a "grammaticality". Through the bridge of grammar, they can reach second language learning.

English picture books have certain readability and interest, in line with Piaget's theory of children's cognition. Children in the English enlightenment stage are mainly in the second stage, the pre-operational stage of children, which is animistic and self-centered.

English picture books often use animals or inanimate objects to carry out dialogues. When children read picture books from the first perspective, it is helpful to stimulate their curiosity and interact with the spiritual objects. The end of the picture book presents a blank or open ending, which adapts to the physical and mental development characteristics of children, provides imagination space, and inspires children to create new sentences by imitating sentences. The lack of English environment in our country, under the active thinking of children, Chinese style English can do no harm to children's thinking mode. The interest of English picture books is reflected in the following aspects: strong stories, rich colors, integration of text and text, profound meaning, which can realize the integration of teaching. Reading English picture books can help children gradually construct the British thinking structure and fully mobilize the naturalness and unconsciousness of language acquisition in the fun.

English picture books are diverse. As auxiliary materials for children to learn a second foreign language, they involve five aspects of English learning: listening, speaking, reading, writing and translating. Among them, "reading and listening" is the main learning approach of picture book education. There are various forms of touch screen reading, plus multi-media digital picture book education, supporting animation, interactive reading experience and so on. Especially, there are various ways of online reading, such as: The public account of Huajian School is run by Yuhong Yang, a master of English education in Suzhou University of Science and Technology. Through decades of picture book education, it has witnessed the fun and language significance of countless students' children in English learning through various educational methods such as audiobooks and offline teaching. With the popularity of digital picture book publishing, English picture books are also integrating and innovating with various forms of media. For example, with the help of technology VR, AR and other technologies, English picture books are constantly changing the content forms of new children's books, transforming text into pictures, audio and three-dimensional spatial videos to realize 3D and enhance the book expression.

2. The present situation of education in reading English picture books

From the rise to the development of English picture book reading teaching in China, it has a history of more than ten years. The learning of second foreign language of children in primary school is deeply influenced by Chinese thinking. Coupled with the thinking set of Chinese parents and English teachers, the development of English picture book reading teaching based on CLT teaching method is slow. In recent years, Chinese professors in the field of education have gradually attached importance to the introduction of original English picture books in the primary stage, and made new requirements for picture book reading in the new era of digitalization. In September 2022, Huai Jinpeng, Minister of Education, highlighted the need to use digitalization as a lever to leverage the overall reform of education when attending the 2030 Education High-level Steering Committee meeting. At the 19th advanced training session of new Curriculum teaching for key English teachers in primary and secondary schools in early August, the meeting discussed the issues that need to be paid attention to in our primary school English picture book reading teaching. In terms of English picture book teaching, with the promulgation of the new English curriculum standards for compulsory education in 2011, the learning objectives of Level 1 to Level 3 in primary English have been clarified, requiring students to understand and read simple stories with the help of pictures and write simple sentences with the help of pictures. Therefore, English picture books, as auxiliary teaching materials, have been widely used in teaching children in the primary English stage, and have become one of the important books for children. Under the background of digitization, the reading form of English picture books is also realizing innovation under the integration of multi-media and multi-senses. In teaching practice, we should constantly make new teaching attempts to promote English picture books to play an important role in English classroom.

3. Teaching strategies for reading English picture books

3.1 Pre-reading

Choosing appropriate picture book resources is the prerequisite for teachers to broaden teaching methods and carry out effective reading teaching. Most English teachers do not have a high sense of identity in reading English picture books, so they tend to focus on English picture books based on scientific knowledge. The teaching methods are still the same as English textbooks. Chinglish teaching of letters, words and grammar ignores the differences between picture books and textbooks, resulting in no combination of pictures and specific situations, and losing the interest and educational value of English picture books. Therefore, teachers and parents

themselves should recognize the value of reading English picture books and choose picture books suitable for the physical and mental development of children.

Taking *Guess How Much I Love You* as an example. This picture book belongs to the category of growth cognition, and has been mentioned by many early childhood education experts and early childhood writers, and has been highly praised from the perspective of professional development. After careful reading and screening, English picture books like this can be selected by teachers. Before reading, teachers should make full use of the cover picture and title (there are two rabbits on the cover, the little rabbit holding the big rabbit's long ears, looking very happy to play, while the big rabbit is showing a satisfied expression) to guide students to make a bold guess on the content, arouse the imagination to arouse children's interest in reading. *Guess how much I love you*, this book with "love" as the theme, to convey beautiful pure positive feelings, close to students' life, the theme is meaningful. Teachers provide specific life situations before reading and ask children: "How much do you love your mom and dad? How do you show your love? Look at the two rabbits on the cover. Do they look like you and Mom and Dad?" In this way, students are motivated to learn English to express love while anticipating the plot.

3.2 While-reading

After the preparation before reading, students have been able to grasp the story topic clearly. The process of reading is to expand the details from one point to the other. The ultimate goal of English reading is to cultivate students' comprehensive language application ability. When guiding students to read picture books, teachers should design a variety of task-driven activities, connect picture books with digital multimedia, fully mobilize students' five senses, and cultivate language awareness in reading activities. Teachers can take the form of audiobooks, students in the English environment for the first time combined with pictures to follow the reading, let the students match the sentence with the image of the picture in their mind, in this way, the individual sentence in the mind of children will be "alive", because the picture, English language has meaning. Every picture book has certain educational significance, and teachers should pay attention to the combination of intellectual education and moral education. After reading the book *Guess How much I Love You* for the first time, students have a general grasp of the book content. At this time, we can carry out "brainstorming" and other activities. The teacher quoted from the book "Guess how much I love you?" The students clap their hands and naturally speak English in the form of a dragon. In this way, you don't need to think of the Chinese language in your head first and then translate it. English is acquired, and the function and interactivity of language determine the unconsciousness of language acquisition. A lot of input, students can fully interact with the teacher. In the process of interactive question and answer, teachers should be tolerant of students' mistakes, which can be ignored. There is no need to worry about students' inability to correct, because the teacher will repeat the correct sentences and expressions for many times. In the English environment, students' improper expressions will be corrected gradually. In the design of "question and answer (Q&A)" session, teachers should play the role of "guide", gesture, action and expression should convey the message of "I understand what you mean and I understand" to students. Students will feel the "equality" in the dialogue process, and their enthusiasm will be higher and higher, and they will want to express themselves more and more, to speak English, to embrace English and to enjoy the pleasure of being listened to. Really practice language communication. Role-playing activities are also very suitable for English picture book reading teaching. In specific situations, students can get involved in the role and better feel the expression in picture books, which can help students perceive the beauty of language and arouse the real emotional experience in their hearts. After completing a series of reading activities, students can look at the illustrations and retell the complete story with a lot of language input. When the roles are reversed and the image of students as "storytellers" can tell a complete story to the teacher as "listeners", they will have a sense of accomplishment and English confidence.

3.3 Post-reading

In the last part after reading *Guess How much I Love You*, teachers should effectively test the teaching objectives set before reading and guide students to complete the language acquisition process of "input-intake- output". The process of testing output should be specific and operable, such as "After reading students can understand, appreciate, feel, understand parent-child love." This kind of vague output cannot be tested. Teachers can combine the Respond and Reflect of SQ3R principles and ask students to reflect on the whole picture story, exchange their feelings about the "love" contest between big Rabbit and little rabbit, say what they have learned in the reading process, and say whether there is any inspiration for real life... The problem design should be open, but the general

direction should not deviate from the positive energy aspect. Excellent selection of picture book resources, it is far from enough for teachers to only guide students to complete the interpretation of the whole picture book story. As mentioned above, English picture books, as children's books, have educational properties, and excellent picture books often contain more profound implications. In the reading feedback stage, teachers should not only focus on broadening students' thinking, transforming students' attitudes, enriching students' emotions and improving the cultivation of English ability, but also combine theory with practice to establish students' attitude of integrating knowledge and practice. To apply the knowledge and sincere feelings learned to real life is the real purpose of English picture book reading teaching. *Guess how much I love you*, the original abstract concept of "love" becomes concrete. Different children and parents have different expressions of "love" this topic, thus, there is no standard solidified answer about the expression of love, so in the evaluation and feedback stage, teachers should let every child to join in the "express love bravely" after class activities, you can write an original English poem, You can try to imitate the picture book to draw a picture of love and match it with corresponding English words. You can also give full play to the function of language interaction and communication and express "how much I love you" to your parents or friends in English. Student output is purely original, creative and imaginative. After students finish the output, teachers are supposed to pay more attention to give students positive feedback in time to strengthen the motivation of students' English learning

Conclusion

This thesis focuses on English picture book education, and explores the picture book reading education of Chinese children in the primary English enlightenment stage with the clue of "What - Why - How". The first chapter expounds the related concepts, and the main research results are as follows: (1) defines the concept of English picture books and deepens the clear understanding of them as auxiliary materials for Chinese English learning. (2) Summarize the three most significant characteristics of English picture books in the new era: informative education, fun, readability and diversity. Using The method of example demonstration, *The big cat plays* picture books as a case to explain in detail how English picture books exert its characteristics to transfer language knowledge. (3) Keeping pace with The Times to discuss the characteristics of English picture books, English picture books in the new era innovatively achieve multi-media integration, paving the way for the development of English picture book reading teaching in our country, experts call for digital reform of English picture book education.

Chapter two illustrates the current situation of English picture books. Modern English picture books have been widely used as effective teaching AIDS for second foreign languages. The Ministry of Education and educational experts have put forward new requirements for English picture book reading education. Especially in the enlightenment stage to get rid of Chinglish fixed thinking cage.

The third chapter takes the English picture book *Guess How much I Love You* as an example, according to the PWP reading mode, gives the detailed strategies of teachers in English picture book reading teaching. The main findings are as follows: (1) Before reading, teachers should first have their own recognition of English picture book reading education. Secondly, select excellent picture book resources with teaching significance. Then, teachers develop measurable and specific teaching objectives to grasp the key points. (2) In reading, teachers should design teaching activities in line with the characteristics of second language acquisition. In the English scene provided by picture books, teachers should create a natural English environment with a large amount of input to exercise students' English ability from various aspects, and pay attention to the combination of moral education and intellectual education, cultivate students' moral character and do a good job as the guide of students' learning. (3) After reading, teachers will guide students to output and apply the theories learned to practice. In the process, teachers give positive feedback to students to express support, approval and appreciation, so as to give full play to the educational practice of English picture books.

Aiming at exploring the reading strategies of English picture books in primary English, this paper mainly combines the theories of instructional design with the teaching of English picture books, and puts forward reasonable suggestions and strategic guidance, hoping to provide references for excellent English teachers in the teaching of picture books reading, and at the same time looks forward to the innovative application of English picture books and help for primary English learners in their second foreign language learning.

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