

Research On The Strategies Ofpreschool Teachers In Using Picture Books For Character Education

Wang Yu-Lan*, Yan-Ping Dong, Liang Ruiqing
(Institute Of Teacher Education, Weifang University Of Science And Technology, China)

Abstract:

The purpose of this study is to explore how early childhood teachers can effectively utilize picture books to teach character education to young children. Early childhood is an important stage of character building. And picture books, with their unique philosophical and truthful qualities, provide rich educational resources for character education. In view of the lack of research on the combination of picture books and character education, and the increasing attention paid to character education in the current social context, this study utilizes the literature method, interview method, and case study method, taking teachers and parents of a kindergarten class in Dalian, Liaoning Province, as the subjects of this study, to understand in-depth the practical application of picture books in character education, the teachers' experience in teaching, and the challenges they face. Currently, there are problems such as educators' imperfect knowledge of character education, single teaching method, and lack of evaluation and feedback of character education after the class. In response to these problems, this study proposes corresponding strategies aimed at enhancing teachers' professionalism, optimizing the campus environment for character development in early childhood, and encouraging parents to actively participate in forming a synergy of home and family education to create a quality character education environment for young children. This study adheres to the fundamental mission of promoting moral education and is expected to provide useful references and insights for the future practice of character education for young children.

Background: The "Guidelines for the Learning and Development of Children Aged 3-6" points out that children's curiosity and interest in learning must be fully respected and protected. It helps children develop a sense of initiative, seriousness and concentration, not being afraid of difficulties, having the courage to explore and try, and being willing to imagine and create. Good quality. The importance of character education for young children is self-evident. The focus of education gradually shifts from knowledge and skills to However, in real life, people pay too much attention to the moral quality education activities carried out in kindergartens. The role of parents in early childhood character education is often overlooked. Teachers lack the extension of teaching content and pay more attention to The key point is that daily management lacks guidance on children's moral behavior.

Materials and methods: A case analysis method was designed, combined with in-depth conversations between teachers and parents, to conduct a detailed analysis of specific cases of character education. Carefully observe and analyze cases. The interview method and documentary method were combined to ensure the comprehensiveness and accuracy of the research content. Conclusion: This study attaches great importance to pre-service education and in-service training.

Conclusion: This study uses interviews to gain an in-depth understanding of how teachers develop character and their experiences and challenges in practical teaching. Talk to these experienced and passionate educators, Got a lot of valuable information.

Key Words: Picture books; Character education ; Preschool teachers

Date of Submission: 02-11-2024

Date of Acceptance: 12-11-2024

I. Introduction

(1) Research background:

The "Guidelines for Learning and Development of Children Aged 3-6" states that children's curiosity and interest in learning must be fully respected and protected. It helps children develop a sense of initiative, seriousness and concentration, not afraid of difficulties, has the courage to explore and try, and is willing to imagine and create. of good quality. The importance of character education for young children is self-evident. The focus of education gradually shifts from knowledge and skills to To improve moral quality, however, in real life people focus too much on the educational activities carried out in kindergartens. The role of parents in early childhood character education is often ignored. Teachers lack the extension of teaching content and pay

more attention to The focus is on routine management and lack of guidance on children's moral behavior. Picture books contain rich philosophies of life, allowing children to gradually form their own understanding of themselves in the process of understanding the world. Knowledge and guide children to develop in the right direction. Nowadays, most kindergartens will set up reading corners in their classes to facilitate children's exploration. Ask to learn. In picture book reading classes, young children will be attracted by vivid storylines. During my internship with young children, I found that compared with conventional language teaching activities, children are more interested in picture book classes. Tang has a stronger interest. The picture book contains educational metaphors, which will play an important role in the educational goal of cultivating children's good qualities. Form support. The British educator Spencer indeed emphasized the importance of character education and opening up children's intelligence in his works. His This view is fully reflected in the book "Spencer's Happy Education". In this book, Spencer elaborates He introduced his educational philosophy, including advocating scientific education, independent education and happy education. He believes that character education and intellectual Capacity development are complementary to each other and both are equally important. "This study carries out children's character education based on picture books. In teaching Maximize the educational value of picture books, and enable children to gain character recognition and motivation based on understanding the content of picture books. Reveal character emotions, cultivate good character behavior through correct guidance and pleasant reading experience, and lay the foundation for future social regulation. Lay the foundation for the formation of a model.

(2) Research purpose

The importance of early childhood character education is self-evident. It is not only related to children's personal development, but also affects their future social adaptability. Character education is the basis for children to form good habits and develop a sound personality. It is also the basis for them to understand And respecting others is the key to establishing harmonious interpersonal relationships. Picture books rely on their own interest, literature, and artistry to It has always played an important role in early childhood education. The picture book uses colorful pictures, vivid images, and interesting stories to Things subtly affect the physical and mental development of children. In addition to children reading independently, if teachers can guide them more often, picture books will have more educational value. In actual teaching, teachers' attention to children's character Character education is often superficial and even ignores its intrinsic value. Through literature research and theoretical verification, we explore the impact of picture books on The profound role of early childhood development enriches the research theory of character education. Discover character education through case comparison and analysis problems existing in the teaching, and put forward strategies to optimize teaching design and improve the effect of character education.

(3) Research significance and innovation points

1. Research significance: With its rich emotional expression and delicate illustration design, picture books provide valuable teaching materials for children's character education. source. Compared with traditional moral education methods, picture book education can subtly influence children's growth process. Cheng Zhong left a deep impression. The character images, plot development and value transmission in picture books can guide children in life. Unconscious imitation in life can provide young children with rich emotional experience and moral cognitive opportunities, and help them build Establish correct values and moral concepts. Picture book education can also promote children's language expression, observation and creativity, etc. The development of multi-faceted abilities lays a good foundation for their all-round development. This method of character education through picture books can effectively improve the effectiveness and efficiency of early childhood education and achieve things The educational goal of getting twice the result with half the effort. In addition, the integration of picture books into research on character education can help clarify the connotation of character education for young children. and purpose, to build a picture book teaching mechanism with character education as the main body. This research can not only make up for the current preschool education The field's shortcomings in picture book education can also enrich and improve the theoretical system of character education and promote the study of related issues. Solve and improve. Through many studies on picture books, we have learned that society has launched many corresponding studies on the teaching application of picture books. research and gain a broad understanding. This article will clarify the connotation of early childhood character education and construct a picture with character education as the main body. This teaching mechanism can make up for the shortcomings of this research in the current field of preschool education teaching, expand the content of the field, and Promote the resolution of relevant issues.

2. Innovation points: Nowadays, as the problem of children's character education becomes increasingly serious, some new moral education issues have emerged in society, causing has attracted widespread attention from scholars. This article analyzes the existing problems in early childhood character education and puts forward some general suggestions. A plan to optimize young children's character education through picture

books. Picture books are composed of exquisite creative paintings and concise and vivid language. children's literature, suitable for children to read. It can cultivate children's reading interest and develop their reading language ability. plays an important role. This study explores how to guide children to fall in love with picture book reading and learn to love reading; to guide children in Feel the childlike fun and share happiness while reading, and in the process promote the development of children's character and guide them to internalize moral values Weifang University of Science and Technology Undergraduate Thesis Observe and then put it into action in real life. This article specifically elaborates on the feasibility of integrating picture books into character education, and discusses it from the perspective of teachers, Kindergartens, parents and others explore practical plans for early childhood character education and supplement existing research.

(4) Literature review

1. The current situation and inspiration of foreign children's character education: Foreign research on early childhood character education has achieved rich results. Many countries, such as the United States, Germany, etc. All have conducted in-depth research and practice in this field. These countries are actively exploring and practicing effective education strategies and methods to cultivate positive character traits and behavioral habits in young children. These research results provide us with valuable experience. Experience and enlightenment can help us better understand and promote the development of early childhood character education. The United States has always been a leader in research on early childhood character education. Many well-known educational institutions and scholars are dedicated to research and Develop character education programs that often incorporate a variety of educational strategies and methods, such as heuristic education, role play and simulated situations, etc., to promote the character development of young children. To develop positive character traits in young children, usually focusing on integrity. Core values such as respect. Responsibility. and empathy, and achieve educational goals through a variety of educational strategies and methods. Germany also attaches great importance to the research and practice of early childhood character education. Government and non-governmental organizations have launched character education Plan to cultivate good character and behavioral habits in young children. These programs often emphasize collaboration between families, schools, and communities. Work together to promote the character development of young children. Aims to help young children become ethical, responsible and caring citizens. The enlightenment brought by foreign research on early childhood character education is that in students' character education, we must not only pay attention to social In teaching moral standards, we must also pay in-depth attention to students' psychological characteristics and personal growth differences to ensure that they do not lose their ability in education. balance. Character development is an interactive process between subjects, which requires students to have conscious moral restraints so that they can It can make character education truly effective. Foreign research on early childhood character education covers many aspects, including educational strategies, influencing factors and educational effectiveness. Fruit etc. These studies provide us with valuable experience and inspiration, helping us to better understand and promote early childhood education The development of character education. In children's character education, we should learn from advanced foreign experience, pay attention to children's subjectivity, and Taking into account the psychological characteristics and growth differences of children, we innovate teaching methods and curriculum to jointly cultivate children with good character. Work hard for the future generation.

2. Practice and reflection on domestic early childhood character education: Although character education started relatively late in China, since 2003, more and more scholars have begun to pay attention to and conduct in-depth research on character education, especially in the field of moral education. Although the term character education was first proposed by American scholars. Domestic research is not limited to imitating the new American character education, but also combines local culture and educational environment to Conduct targeted exploration. Compared with primary and secondary schools and adult education, there is still less research on character education for young children. However, most scholars It is generally believed that early childhood character education has a positive impact on young children's social skills and behavioral problems. Not only can it Improving and eliminating children's bad behaviors can also enhance their social interaction skills and lay a solid foundation for future growth. Base. For example, scholar Deng Changjie pointed out in his research that children's character education activities can promote the development of children's moral cognition. development, standardizing moral behavior, and the shaping of different positive images in character education activities can enable children to empathize and progress And guide young children to form good behavioral qualities. [1] At the same time, Ding Xuemei also proposed that kindergartens carry out character education to help cultivate Children develop good character, promote healthy physical and mental development, and establish a correct attitude towards life. [2] Domestic research results have been achieved in early childhood character education, and more and more scholars are gradually focusing on early childhood character education. Carry out in-depth research and practice in character education, and strive to integrate character education into daily educational activities. future, We look forward to more scholars and practitioners being able

to provide richer opportunities for early childhood character education based on domestic educational realities and effective strategies and methods.

(5) Concept definition

1. Picture book: Picture books refer to books that are mainly paintings with a small amount of text. Tell readers through the interaction of pictures and text a story, a reader that expresses emotions and learns knowledge. Nowadays, picture books have gradually become a tool for educating children and imparting knowledge. Tools involve many fields such as science, health, and morality. Picture books are regarded as an art form, both in meaning and reality. It provides a more refined and delicate artistic experience in practical applications. Their functions include providing meaningful context environment, build basic abilities, promote emotional expression, enhance learning interest, and serve as a medium for experiential learning. As far as my country's picture book market is concerned, the overall development started late and there is a lack of excellent original picture books. Most of the welcome works come from abroad. In order to adapt to the progress of the times and the needs of education, Chinese picture books need to be developed from the source and process. The program and application are constantly updated to provide support for children's education, especially the education of children aged 3-6.

2. Character education: The word "character" comes from ancient Greek, and its original meaning is to engrave on wax pills or jade, which means "carving or engraving". It means "model of behavior and moral norms", which means the long-term characteristics and qualities of ordinary people. By Since character is a broad concept, the definition of character education has gone through a complicated process. American educator Thomas Rickner, in his explanation of new character education, believes that character and personal characteristics Morality is closely connected, and the value of character can only be reflected in actual moral life. And morality is The value reflected in behavior is also a key part of character. The formation of character is inseparable from personal growth in social practice and the influence of the surrounding environment, so what is discussed in this article The definition of early childhood character education refers to providing children with character standards through the interaction of family, kindergarten and society. Accurate, so that children can develop good moral quality, emotions and behaviors in daily life, so that they can develop better and adapt to adapt to future social life.[3]

(6) Research methods

Documentation method: The literature method mainly refers to reviewing, collecting and summarizing the literature materials, and through searching, compiling and organizing the literature. A research method that involves reasoning and analysis to obtain scientific understanding of facts. From topic selection to completion of thesis, document method penetrates at all stages of the research process. The proposed topic or hypothesis of the literature method refers to the analysis of relevant literature based on existing theories, facts and needs. Organize or recategorize research ideas. In this article, we collected and analyzed information from CNKI, newspapers and related academic websites. Analyze the materials, define the concepts of picture books and character education, organize relevant foreign and domestic research on character education, and provide The latest academic results are taken to lay the foundation for the research of this article. 2. Interview method: This study uses the interview method as a key means to collect data and gain an in-depth understanding of the effects of integrating picture books into character education. Through in-depth conversations with multiple teachers and parents in a kindergarten class in Dalian City, Liaoning Province, valuable first-hand information was obtained. Basic interview information includes: interview date, time, location, interviewer's name and contact information, and interviewee's last name Name, position, work unit, contact information, etc. Interview content: Detailed record of the use of picture books in children's character education, including the interviewee's answers. Views, comments, suggestions, etc. Use note taking to record. Through interviews, we collected research information on picture books and character education, and deepened our understanding of the field of picture books and awareness. It provides important reference and inspiration for subsequent research on existing problems in character education. 3. Case analysis method: This study adopts case analysis method, combined with in-depth communication with teachers and parents of a kindergarten class in Dalian City, Liaoning Province. Talk, detailed analysis of specific cases of character education. Through careful observation and analysis of cases, this study reveals Problems and challenges existing in character education, and based on this, specific strategies and suggestions for using picture books to promote character education are put forward. During the analysis process, the focus was on picture book selection, teaching goal setting, teaching process implementation, after-school extension activities, etc. In terms of aspects, a comprehensive and in-depth analysis of each link in picture book teaching is conducted. Evaluated picture book content and character education The degree of fit with the goals, discusses the teachers' teaching methods and interaction methods during the teaching process, and the impact of after-school extension activities on The lasting impact of character education outcomes. This study also used theories about children's physical and mental development to

analyze children's cognition, emotion, and behavior in picture book teaching. A comprehensive analysis has been conducted for the development of other aspects. The use of case analysis method enables this research to be more specific and in-depth. Explain the practical application effect of picture books in character education, and also provide us with the basis for putting forward targeted strategies and suggestions. solid empirical basis.

II. The Current Situation Of preschool Teachers Using Picture Books To Carry Out Character Education

(1) Preschool teachers' current understanding of the use of picture books for character education. As society pays increasing attention to education, character education is an important part of cultivating students' all-round development. received more attention. However, among early childhood teachers, there is still a certain gap in the understanding and cognition of character education. difference. Some teachers regard character education only as the teaching of etiquette and moral norms, while neglecting the training of students behind it. The importance of quality, emotion, will, behavioral habits, etc. Other teachers focus more on emotional education and intimacy. It uses child interaction to promote the character development of young children and believes that character education should run through all aspects of daily life. With the continuous updating of educational concepts and the increasing emphasis on character quality by society, more and more preschool teachers begin to realize the importance of character education. They actively explored various methods and discovered the positive role of picture books in character education. function, such as through stories, games and role-playing, to cultivate children's character and quality, so that they can grow up. Not only do students have excellent academic abilities, but they also have a healthy, positive attitude and good interpersonal relationships. Picture books are not just It's just a picture storybook, but its deep educational significance should be seen. Preschool teachers' understanding of character education is gradually gaining improvement and expansion provide broader space and possibilities for children's all-round development. Due to the uneven professional quality of preschool teachers, some teachers may not be able to use picture books to carry out character education. cannot accurately grasp the connotation and educational value of the story. Some teachers understand the value and significance of picture books in character education. Not deep enough. They may only use picture books as auxiliary teaching materials without fully realizing the role of picture books in cultivating young children. Unique strengths in character, emotions and values lead to poor educational results. Therefore, improving the professionalism of early childhood teachers Quality is the key to promoting character education in picture books.

(2) The teaching status of preschool teachers using picture books to carry out character education. Preschool teachers are generally aware of the importance of picture books to early childhood education and have included them in teaching content. in implementation. On the Internet, teachers implement character education through picture books in different ways. Some teachers use analytical methods and use biological methods to carry out character education. Lively stories guide children's thinking and moral cultivation, or simulate situations to enhance children's personal experience. from teaching. From a practical perspective, they choose picture books with character education significance, such as integrity, courage, respect and other themes. To guide children to form correct values and morals. Preschool teachers also face some challenges and opportunities when using picture books for character education. The current situation shows that young children. There is a certain degree of difficulty. Some teachers may lack clear ideas on how to effectively combine picture books with character education. knowledge and sufficient practical experience. This leads to the possibility that when they use picture books for character education, teaching content. Problems such as being out of touch with the content of picture books, or the teaching methods are too single. The selection and acquisition of picture book resources are also faced by teachers. A problem faced. There are already a large number of excellent picture books on the market to choose from, but how to prepare children according to their age, interests and Choosing appropriate picture books for character development needs is a big challenge for teachers. Picture book resources in some areas. The relative scarcity also limits teachers' choices and performance in teaching. In addition, the effectiveness of character education has also been evaluated. The impact of assessment methods and standards will require teachers to think more deeply about how to assess students' character development. Therefore, it is necessary to improve the professional level of early childhood teachers, strengthen relevant training, and establish a scientific and effective evaluation system. These are all important tasks facing young children's character education today. Teachers are gradually paying more and more attention to character education, and many schools and institutions have begun to incorporate character education into teaching plans. Hit the mark. However, some teachers may still lack relevant training and resources, resulting in the inability to use picture books in character education practice.

(3) Current status of post-class feedback from preschool teachers on using picture books for character education. Preschool teachers' after-class feedback on character education is an important part of evaluating and improving the quality of education. training young children. Teachers are required to pay attention to specific and detailed analysis in post-class feedback. According to the children's performance in the classroom. Targeted

evaluation of young children's character development. For example, for young children who show a positive spirit of cooperation, teachers will give affirmation and encouragement; for children who show selfish or unfriendly behavior, teachers will point out the problem and make suggestions for improvements. This kind of specific and detailed feedback helps children better understand their own character development and motivate them to improve themselves. However, judging from the frequency and content of feedback, many early childhood teachers have not formed a regular and systematic after-class feedback mechanism. Character education occupies an important position in kindergartens, but teachers are often busy with daily teaching tasks and find it difficult to spare enough time for in-depth post-class reflection and feedback on character education. Furthermore, even when feedback is available, its content is often relatively general and lacks detailed analysis of specific teaching behaviors and children's performance. The depth and comprehensiveness of the feedback content also needs to be mentioned high. Some teachers' feedback content is relatively general and lacks detailed analysis of specific teaching behaviors and children's performance. This is both not conducive to the improvement of teachers' own teaching ability, and it cannot provide a strong basis for further improvement of kindergarten character education. Although they face some challenges, early childhood teachers are confident about the prospects of using picture books for character education. Because, as society attaches greater importance to character education, more and more high-quality picture books will emerge, providing kindergarten education offers more choices. At the same time, preschool teachers will continue to explore new teaching methods and integrate picture books with lessons. Combined with classroom teaching, picture books can play a greater role in character education. In addition, preschool teachers also stated that parents and social support is also an important factor in promoting the role of picture books in character education.

III. Existing Problems In Preschool Teachers' Use Of Picture Books To Carry Out Character Education

In the growth of young children, the role of character education cannot be ignored. The reality reveals that children's character education is suffering encountered multiple difficulties and challenges. The lack of family education leads to the lack of initial moral guidance for young children; kindergarten education is too pursuing seeking utilitarianism ignores the importance of character cultivation; negative factors in the social environment erode the pure mind of young children. Teach the uneven distribution of educational resources across regions and social classes prevents some young children from receiving adequate opportunities for character education. Educators sometimes use simple and crude educational methods that cannot effectively guide children's character development. old educational concepts It limits the innovation and progress of character education. Limited by time and channels, the penetration of character education in children's growth process There is a lack of strength. These problems and challenges interact to form a complex ecology in the field of early childhood character education. in order to push To promote the positive development of early childhood character education, we must face up to these problems, deeply analyze their causes, and explore effective The solution. Only in this way can we pave a solid and bright path for children's growth and help them Build a sound personality to better adapt to and contribute to society.

This study lists some current problems that need to be solved in early childhood character education, mainly in the following aspects:

1. Preschool teachers' imperfect understanding of character education:

(1) The disconnect between theory and practice The problem of isconnection between theory and practice: The focus of character education is often biased towards imparting moral knowledge, while neglecting to cultivate theory and practical habits in life. combined. [1] Focusing on classroom teaching makes it difficult for children to combine the moral theories they have learned with daily life situations. Therefore, it is difficult for them to apply the knowledge they have learned to guide their behavior in real life. Specifically, when young children face real life scenarios, they often have difficulty matching the moral knowledge they have learned with the actual situation, so it is difficult for them to Use this knowledge to guide your own behavior. This disconnect between theory and practice not only makes character education less effective. Discounting may also make young children confused and confused in moral judgment and behavioral choices. This is mainly due to the educational concept The contradiction between the abstract nature of education and the concreteness of educational practice. The educational philosophy emphasizes the comprehensiveness and integrity of character education and focuses on cultivating children's moral cognition, emotions and behaviors. In actual practice, educators may have difficulty fully realizing these due to limitations in time, resources, or other practical factors. idea. For example, although character education emphasizes the cultivation of qualities such as respect for others, honesty and trustworthiness, in actual teaching, Educators may focus more on imparting knowledge and cultivating skills, while neglecting the true connotation of character education. Educational theory is often updated faster than educational practice. With the deepening of educational research and the development of

society, new educational concepts and methods continue to emerge. However, due to various reasons, these new theories and methods may not be available in time. Use it in practice. This leads to a gap between educational theory and practice, making it difficult for educators to follow in actual practice. development of theory.

(2) The bottleneck of teachers' professional quality: The bottleneck of teachers' professionalism is particularly obvious in the field of early childhood character education. The success of early childhood character education Whether it does or not depends largely on the teacher's professionalism and educational practices. Some teachers encounter problems in character education There are obvious bottlenecks that limit the maximum educational effect. Early childhood character education in the final formation of individual character Teachers' understanding and implementation of character education directly affects the effectiveness of education. Character education is an evolving field that requires teachers to continually update their knowledge and skills. But in reality Some teachers lack continuous professional development and learning awareness, resulting in their educational concepts and methods lagging behind the times. develop. The bottleneck of teachers' professionalism is manifested in the disconnection between theory and practice and the lack of continuous professional development in early childhood character education. development and learning. In order to overcome these bottlenecks, teachers need to continue to learn and explore, integrating the theory of character education with Combine with practice to form your own educational style and characteristics; at the same time, you also need to have innovative spirit and critical thinking, and actively Extremely explore and try new educational methods and means; and establish the concept of lifelong learning and constantly improve their professional quality and educational capabilities, in order to better promote the all-round development of children's character.

2. Preschool teachers' teaching methods in character education are single

In character education, the problem of single teaching method of preschool teachers is obvious, which is specifically reflected in the following different aspects: Aspect: Teachers rely too much on traditional teaching methods. Many teachers are accustomed to focusing on telling and explaining, lacking interaction and practice Sexuality puts young children in a passive state of acceptance. This one-way teaching method cannot effectively stimulate children's interest in learning and initiative, which also limits their exploration and experience in character education. Lack of adequate knowledge of multimedia and digital technologies use. Modern technology provides abundant resources and means for education, but in character education, many teachers do not fully Make full use of these tools. If animation, games, interactive software, etc. can be used skillfully, not only can teachers Learning is more lively and interesting, and it can also improve children's participation and learning results. There is a lack of practical teaching such as scenario simulation and role play. Character education is not only the transfer of knowledge, but also behavior The formation of habits and the cultivation of moral sentiments. By simulating real situations or letting children play different roles, we can help them better understand and experience the connotation of character and form correct values and codes of conduct. Lack of attention to individual differences Pay attention and teach students in accordance with their aptitude. Every child has his or her own unique personality, interests, and development levels. Teachers should Pay attention to individual differences and use diversified teaching methods to meet the needs of different children. Due to the single teaching method, often This often makes it difficult for some children to integrate or participate in character education activities. The problem of single teaching methods for preschool teachers in character education needs to be solved urgently. Teachers should actively update their educational outlook concepts, explore diversified teaching methods and means, and combine modern technology and practical teaching to better promote children's development Character development and overall growth. It is also necessary to pay attention to the individual differences of each child, teach students in accordance with their aptitude, and make character education more relevant. Close to the actual life and development needs of young children.

In character education, preschool teachers' single teaching methods are mainly reflected in the following aspects:

(1) Focus on lectures and lack of practical aspects

Many early childhood teachers rely too much on teaching in character education. This teaching method based on indoctrination not only ignores The dominant position of children also fails to fully take into account their cognitive development characteristics and interests. In this teaching method Under this situation, teachers often teach moral norms and codes of conduct to children in the form of explanations, but ignore whether children can Really understand and absorb this information. This teaching method that relies too much on lectures ignores the cognitive development level of young children. How young children think and adults There is a big difference, they prefer to learn new knowledge in an intuitive and concrete way. It is difficult to teach simply It is difficult to stimulate their interest and enthusiasm in learning and help them deeply understand and master knowledge. Every child has his or her own interests and specialties, and they prefer to learn their own feelings in a relaxed and pleasant atmosphere. Interesting content. However, teaching methods that rely too

much on lectures often lack interest and interactivity, making it difficult to attract children's attention. willpower, let alone stimulate their learning motivation. This teaching method also ignores the importance of practical activities. Character education is not just about imparting knowledge; It is to guide young children to transform the moral qualities they have learned into practical actions. Teaching methods lacking practical links cannot help young children Transforming knowledge into abilities cannot cultivate their moral emotions and moral will. Preschool teachers should pay more attention to children's subject status and cognitive development characteristics in character education, and adopt more diverse methods A highly interactive and interactive teaching method.

(2) Lack of personalized teaching

Every child is a unique individual with unique personalities, interests, and cognitive levels. color. Therefore, character education should be personalized to each child's uniqueness to meet their individual developmental needs. However, in the current practice of character education, some early childhood teachers often pursue unified standards and teaching models. This method ignores the personality differences of children, thus affecting the educational effect. Teachers may use the same teaching content and methods for all children and fail to differentiate according to the different characteristics of children. Alienation guidance. This "one-size-fits-all" teaching method is not only difficult to stimulate children's interest in learning, but may also hinder their ability to learn. the full realization of potential. Teachers may lack in-depth understanding of individual differences among children and cannot accurately grasp each child's learning style and Advantages. This makes it impossible for teachers to fully consider the individual needs of children when designing teaching activities and arranging learning tasks. demand, which in turn affects the improvement of teaching effectiveness. Therefore, preschool teachers should pay attention to personalized teaching in character education and have a deep understanding of each child's personality characteristics and characteristics. learning needs and tailor appropriate teaching plans for them. Teachers should also continue to explore and innovate teaching methods and means, To better adapt to the learning styles and interests of different children and promote their all-round development.

(3) Lack of emotional guidance

Character education is not just about imparting moral knowledge and behavioral skills to young children; it is also an education that goes deep into young children. The inner world and the process of cultivating its good emotional quality. In actual teaching practice, some preschool teachers often focus too much on The instillation of rules and disciplines ignores the central role of emotional guidance in character education. Teaching that lacks emotional guidance This method often causes children to pay too much attention to the correctness of actions and the quality of results when facing moral issues, while neglecting the The cultivation of emotional experience and value judgment. This teaching tendency can easily lead to children lacking sympathy, responsibility and empathy ability, unable to truly understand the deeper meaning of moral norms.

3. Preschool teachers' lack of evaluation and feedback on character education after class

Preschool teachers should pay attention to after-class evaluation and feedback on character education. They can observe children's behavior. Listen to feedback from parents and children to gain a comprehensive understanding of children's character development. Teachers should provide children with positive Provide extreme feedback and guidance to help them realize their strengths and weaknesses and provide suggestions and directions for improvement. Pass After-school evaluation and feedback, preschool teachers can better guide children's character development and promote their formation of good morals. Quality and behavioral habits. When discussing the effects and improvement strategies of early childhood character education, from the feedback of some teachers, I We found several issues worth pondering.

(1) Insufficient durability of educational effects: The lack of durability of educational effects is a common problem in character education. Take Teacher Wang who is in class as an example. She carried out the theme education of "Saving Food, Start with Me" in the classroom. In the short term, the children showed positive feedback, and the remaining The food situation has also improved significantly. This positive effect failed to last. After only two days, the children's behavior returned to its original state. point. This fully shows that although a single educational activity or course can arouse children's short-term attention and interest, it is difficult to To form a long-term impact that is deeply rooted in people's hearts. Character education is not something that can be achieved overnight. It requires teachers to continue to make progress. Provide guidance and education, and through long-term and continuous educational activities, enable children to truly understand and internalize moral norms and form Stable moral quality truly promotes the character development of young children.

(2) The degree of family education is not high. Take Mr. Li as an example. She once tried to cultivate children's self-care ability through punch-in activities, and hoped to strengthen educational achievements through the cooperation and records of parents. From the perspective of the gradual reduction of parents'

participation, the cooperation between family education and kindergarten education is obviously not meeting expectations. The emergence of this phenomenon may be due to the lack of parents' understanding of the significance of the activity, or because the daily care work of the family is mostly borne by the elderly, the parents cannot fully participate. In fact, kindergarten character education is not a unilateral responsibility of kindergartens, but a process that requires the participation of parents and society. Home cooperation plays a vital role in the education of children's character, which helps to ensure the consistency and consistency of education, thereby promoting the comprehensive development of children's character. In practice, the lack of home cooperation and the inconsistency of educational concepts often become the difficulty of cultivating children's good character.

(3) Lack of targeted feedback Many kindergarten teachers often simply evaluate the child's performance when conducting post-class feedback on character education, but do not conduct in-depth analysis of specific problems. Such feedback is difficult to help children recognize their own problems, and they cannot guide them to improve. On the one hand, because the feedback content is not specific and in-depth, it is often difficult for teachers to make targeted adjustments to the teaching methods and strategies according to the feedback results. On the other hand, due to the lack of an effective incentive mechanism and evaluation system, teachers' post-class feedback on character education lacks enough enthusiasm and attention, resulting in unsatisfactory feedback effect. Some preschool teachers pay too much attention to their children's behavior and ignore changes in their psychology and emotions. Such feedback content often fails to fully reflect the development of children's character and is not conducive to their overall development. The feedback method is relatively simple, mainly relying on oral communication and written reports. Although this traditional feedback method has a certain effect, it often lacks timeliness and interaction, and it is difficult to fully reflect the real performance of young children and the actual effect of character education. At the same time, the lack of diversified feedback channels also limits the effective communication between teachers and parents and colleagues, making it difficult to play the greatest role in the after-school feedback of character education.

IV. Analysis Of The Causes Of Problems In Character Education Using Picture Books For Preschool Teachers

When preschool teachers use picture books to carry out character education, the problems they face and their causes can be analyzed from multiple dimensions. Here's some insight into the causes of these problems: Teachers have limited understanding and application ability of the integration of picture books and character education. This may be due to teachers' pre-service training. In training or continuing education, the professional knowledge and skills of picture book education are insufficient. They may lack a deep understanding of picture books. The ability to dig out meaning makes it difficult to effectively convey the character education content in picture books to young children. Some teachers may be too Reliance on traditional education methods and lack of innovation and exploration of picture book education methods also limit the role of picture books in character education application effects. The quality and quantity of picture book resources are also important factors affecting the effectiveness of character education. In some kindergartens, Due to limitations in economic conditions or procurement channels, picture book resources may not be rich enough or of low quality. This will cause teachers to There are limitations when choosing picture books, and it is difficult to find high-quality picture books that not only meet the goals of character education but are also suitable for the age characteristics of young children. Parents' awareness and support for picture book education will also affect preschool teachers' use of picture books for character education. Effect. If parents lack awareness of the value of picture book education or are skeptical about kindergarten education methods, then Then they may not cooperate with the teacher in picture book education at home, and may even question the teacher's educational behavior. This will increase the difficulty of teachers' work and reduce the effectiveness of picture book education. Social environment and cultural atmosphere will also have an impact on picture book education. In a social environment that values character education, Picture book education is easier to promote and recognize. On the contrary, if society does not pay enough attention to character education, or if there are In view of misunderstandings and prejudices about picture book education, the implementation of picture book education in kindergartens will face more difficulties and challenges. The problems that preschool teachers face when using picture books to carry out character education are multi-faceted, and the causes involve teachers, picture books, etc. resources, parents and social environment. In order to improve early childhood character education, we need to approach it from multiple perspectives. Set out to improve teachers' professional capabilities, optimize picture book resources, strengthen home-family cooperation, and create a good social atmosphere, etc. Jointly promote the effective application of picture books in character education.

1. Teachers' own teaching experience limitations and lack of professional training: The limitations of teachers' own teaching experience and lack of professional training will indeed cause problems when using picture books for character education. Significant obstacles. The following is further additional analysis of the causes of these two issues, intended to provide a unique and non-duplicate perspective. Angle: Regarding the

limitations of teachers' own teaching experience, every teacher will face the problem of insufficient experience in the early stages of his career. Especially in the complex and multi-dimensional field of character education, it may be difficult for new preschool teachers to master it quickly. An effective integration method between picture books and character education. They may rely too much on book knowledge or traditional education methods, Lack of keen insight into and coping strategies for individual differences in young children. In addition, due to limited teaching experience, teachers may have difficulty accurately determine which elements in picture books are most valuable for character education, and how to effectively integrate these elements into teaching. Lack of professional training is also an important factor that restricts teachers from using picture books to conduct character education. Although picture book education in early childhood Children's education is receiving more and more attention, but relevant professional training resources are not sufficient. This has led many teachers to face When teaching picture books, there is a lack of necessary theoretical support and practical guidance. They may not know how to choose the right painting This book, how to explore character education elements in picture books, how to design effective teaching activities, etc. Lack of professional training is not only It will affect teachers' ability to understand and apply picture book education, and also reduce their teaching confidence and enthusiasm. In order to overcome these limitations, teachers need to continuously learn and improve their professional qualities. On the one hand, one can pass Broaden your knowledge horizons and educational concepts by reading relevant books and participating in educational seminars; on the other hand, You can actively seek professional training opportunities, such as participating in picture book education workshops, communicating and sharing with peers, etc., to improve yourself picture book teaching ability and character education level. Kindergartens and educational institutions should also increase investment in professional training for teachers. Provide teachers with more learning and development opportunities to promote the continuous development of early childhood character education. Wang Pingfang mentioned in the article "Research on the Use of Home Co-education for Character Education in Kindergartens" that teachers, as character educators, The key implementers of education must constantly improve their professional qualities. Only through continuous systematic learning can preschool teachers Relevant theoretical works, internalize and integrate the professional knowledge learned, and continuously improve one's professional quality and scientific research level. Only with this level can it be possible to use professional knowledge and skills in practical research to better carry out early childhood character education.

(1.) The internalization of character education requires the support of children's cognitive development. The early childhood stage is a golden period for the rapid formation and development of individual cognitive and behavioral abilities. At this stage, young children The brain is in a stage of rapid development, and neural networks are constantly being constructed and improved. However, since this build is not yet Mature, when young children face complex and changeable new concepts and situations, it is often difficult to rely solely on intuition or limited life experience. Make correct judgments and responses. This limitation makes it difficult for young children to understand the connotation of character education overnight. It requires continuous and gradual penetration and reinforcement by teachers in daily life. Due to limited teaching experience, some teachers may not fully understand the developmental characteristics of young children, making it difficult to integrate education into The content is consistent with the cognitive development stage of young children. They may rely too much on traditional education methods and ignore children's initiative and exploration in the learning process, making it difficult for children to effectively absorb and internalize the content of character education.

(2) Update of educational methods and means: The update of educational methods and means is also a problem that young teachers need to face. Traditional didactic education can no longer To meet the educational needs of modern children, how to use game-based and situational teaching methods to stimulate children's interest in learning. Cultivating their good character is a topic that young teachers need to constantly explore and practice. They also need to pay attention to the development of young children. development characteristics and learning needs, and flexibly adjust educational methods and means according to the actual situation of children to ensure the pertinence of education and effectiveness. Teachers use picture books to provide character education to children. The existing problems involve educational content, educational methods, and educational concepts. concepts, family education cooperation, social environment, educational resources, and teachers' professional qualities. In order to solve these To solve the problem, we need to start from multiple angles, strengthen theoretical and practical research, improve teachers' professional quality, and strengthen communicate and cooperate with families, while actively responding to changes in the social environment, and striving to create a healthy, harmonious, and harmonious environment for children. A growth environment conducive to character formation.

2. Teachers lack innovative spirit and critical thinking in teaching: In the process of character education, the problem that some teachers lack innovative spirit and critical thinking does exist. This is not only It limits the teaching effect of character education and also affects the overall development of young children. In this regard, the following is a review of this issue A further supplementary analysis: The lack of innovation means

that teachers may rely too much on traditional character education methods. taught in tradition Under the learning model, teachers often focus on imparting knowledge and instilling moral norms, but neglect the ability of children to think independently.and the cultivation of emotional experience. This teaching method is often monotonous and boring, and it is difficult to stimulate children's learning interest and enthusiasm.The lack of critical thinking also restricts teachers' innovative practices in character education. Critical thinking requires teachers to Examine and reflect on existing educational concepts and practices, have the courage to challenge traditional teaching models, and seek to better suit the development of young children.teaching methods. However, because some teachers lack critical thinking, they may be afraid to try new teaching methods and methods, and even have doubts or resistance to new educational concepts. In order to improve this situation, teachers need to actively cultivate own innovative spirit and critical thinking. Teachers can try to use diversified teaching methods, such as situation simulation, role-playing Role-playing, game interactions, etc., to attract children's attention and stimulate their interest in learning. At the same time, teachers can also Pay attention to the latest educational research results and teaching practice cases, draw inspiration and experience from them, and pay attention to your own character education.Enter new vitality.In addition, educational institutions and relevant departments should also increase efforts to cultivate teachers' innovative spirit and critical thinking.By organizing professional training, conducting educational seminars, and promoting successful cases, we help teachers improve their professionalism and innovation capabilities, and provide strong support for the innovative practice of character education. Teachers lack innovative spirit and critical thinking in teaching The issue of dimensionality cannot be ignored. By cultivating teachers' innovative spirit and critical thinking, we can promote the development of character education. Innovate practices to create better conditions for the all-round development of young children.

(1.) Reliance on traditional teaching methods and means:Some teachers rely too much on traditional teaching methods and means, which to a certain extent hinders innovation in character education.and development. They often stick to their past teaching experiences and believe that these traditional methods are sufficient to meet the needs of character education.As a result, there is a lack of motivation to explore and implement new ideas. This conservative attitude not only limits the space for innovation in character education,It makes it difficult to keep pace with the times, and also restricts the effective use and in-depth development of new educational resources such as picture books in the field of early childhood education.exhibition. Under traditional teaching methods, teachers may pay more attention to the instillation of knowledge and mechanical memorization of moral norms, while neglecting It reflects the process of children's independent thinking, emotional experience and character development. This teaching method often ignores the individual differences of children Different interests and needs make it difficult to stimulate their learning enthusiasm and initiative. At the same time, over-reliance on traditional methods also limits It has limited teachers' understanding and mastery of new teaching methods and means, causing them to miss out on improving character education through innovative teaching.chance of effect.In order to promote the innovation and development of character education, teachers need to break their over-reliance on traditional teaching methods and actively Embrace new ideas and new approaches. They should recognize the limitations of traditional methods and realize the importance of innovative teaching in improving The importance of character education effects. Teachers should take the initiative to learn and master new teaching methods and means, such as project-based learning,Situational teaching, cooperative learning, etc., to adapt to the new needs of young children's character education. You can also actively try to incorporate new types of pictures, such as picture books, into Educational resources are integrated into character education to enrich teaching content and forms and improve children's character development.

(2) Lack of independent thinking and judgment ability:In the process of character education, some teachers indeed lack the ability to think independently and judge. This is not only It limits the depth and breadth of character education and affects the possibility of personalized development of young children.Teachers are often accustomed to relying on established educational concepts and teaching materials, and rarely conduct in-depth reflection and questioning. This kind of Inertia in thinking makes it difficult for them to examine the connotation and extension of character education from multiple perspectives, let alone integrate it into educational practice.Enter your own thinking and judgment. Therefore, the content and form of character education often appear monotonous and lack innovation.Really stimulate children's interest and enthusiasm for learning.What's more serious is that teachers who lack the ability to think independently and judge often tend to ignore the individual differences and needs of children.beg. Every child is unique, with different backgrounds, interests, and learning abilities. Ran However, because some teachers rely too much on traditional teaching methods, they may not be able to develop individual teaching methods according to the characteristics of each child.Personalized education programs have greatly reduced the effectiveness of education.Teachers need to actively cultivate their independent thinking and judgment abilities. They should have the courage to challenge traditional educational concepts and teaching Ask questions and dare to try new educational methods and means. They should also pay attention to each child's individual differences and needs We need to develop more

targeted education programs to promote the all-round development of young children. Lack of independent thinking and judgment ability Teachers are a major hindrance in character education. In order to improve the effectiveness and quality of character education, we must pay attention to teachers' Cultivation of independent thinking and judgment abilities to promote innovation and development of character education.

3. It is difficult for teachers to establish smooth communication channels at home after class Character education for young children is a vital task, which is related to the future growth of children and the harmonious development of society. However, in the actual education process, teachers face many challenges, one of which is the difficulty in Establish smooth communication channels at home after class. The successful implementation of character education requires close cooperation between families and kindergartens Work and communicate. However, in reality, due to various reasons, teachers often find it difficult to establish effective communication with parents after class.mechanism. This poor communication not only affects parents' understanding and support of character education, but also limits teachers' ability to Parents cannot obtain feedback on children's character development, making it difficult to formulate and adjust more targeted educational strategies.slightly.The lack of smooth home communication channels may also lead to a waste of educational resources. As parents grow as young children An important partner with many valuable educational experiences and resources. However, due to poor communication, these resources are often unavailable The method is effectively used, thus affecting the overall effect of character education. To improve this situation, teachers need to Actively seek ways and means to establish after-school home communication channels. For example, modern communication tools can be used to build Establish a parent WeChat group or QQ group to regularly publish information and activities related to character education, and conduct online communication and communication with parents discuss. At the same time, parents' meetings or home visits can also be organized regularly to communicate face-to-face with parents and gain an in-depth understanding of children.Character expression in the family and discussing educational strategies together.Establishing smooth communication channels at home is crucial to the success of early childhood character education. Teachers need to overcome various Difficulties, actively seek ways and means to establish effective communication with parents to promote home cooperation and jointly promote children's quality further development of character education.

(1) There are differences in educational concepts between educators and parents Parents may pay more attention to their children's knowledge learning and skill development, while educators pay more attention to their children's character education and Comprehensive quality development. This difference in concepts may lead to deviations in the educational practice of both parties, making character education The effect is affected. Some parents may have backward educational concepts and believe that character education is mainly the responsibility of kindergartens.Responsibility, or overemphasis on knowledge learning and neglect of character development. This may lead to differences in character between family education and kindergarten education.There are clear differences and conflicts in cultivation.

(2) Lack of clear cooperation framework and mechanism:Kindergartens and parents lack a clear cooperation framework and mechanism for cooperation. This resulted in both parties being unclear about their respective responsibilities,Roles and expectations make collaboration ambiguous and uncertain. Develop a clear framework and mechanisms for cooperation, including The goals, content, methods, time, etc. are crucial to promoting home cooperation.Parental involvement is low. Some parents may not be interested in participating in kindergarten character education activities due to busy work or other reasons.The degree is not high. This not only affects the communication and cooperation between families and kindergartens, but may also cause children to miss important qualities.Qualified educational opportunities.

(3) Poor information communication:Establishing an effective information communication channel is a bridge for smooth cooperation between families. The information communication between families and kindergartens Poor communication makes it difficult for both parties to understand each other's educational concepts and practices, and to coordinate the pace of education. Lack of continuous tracking and evaluation. Character education is a long-term process that requires continuous tracking and evaluation. Reality There is often a lack of such a mechanism in schools, making it difficult for teachers and parents to understand children's progress and difficulties in character development.It is difficult to provide targeted guidance.In order to promote the effective implementation and development of children's character education, kindergartens and teachers need to fully consider children's physical and mental development Based on the development characteristics of children, strengthen communication and cooperation between families and kindergartens, formulate clear cooperation frameworks and mechanisms,Improve parent participation, ensure smooth communication of information, help parents update their educational concepts, and establish continuous follow-up tracking and evaluation mechanism. Only in this way can we form an educational synergy and promote the all-round development of children's character.

V. Implementation Strategies For Preschool Teachers To Use Picture Books To Carry Out Character Education

(一) Teachers need to improve their own awareness of character education and integrate knowledge and action in daily life.

The core position of character education in individual growth and social development is self-evident. It is not just about imparting moral knowledge and code of conduct is a key process in shaping a sound personality, cultivating a sense of social responsibility and a positive attitude towards life. In order to recharge To fully realize the potential of character education, teachers must not only assume the role of imparting knowledge, but also become the practitioners of character education. leader and leader. In order to ensure the depth and breadth of character education, teachers must constantly improve their understanding of character education Know. This means that teachers need to deeply study and understand the concepts, goals and methods of character education, and keep up with the times. Constantly update educational concepts to meet the needs of society and early childhood development. Teachers need to truly integrate knowledge and practice in their daily lives. It is necessary to carefully observe the daily life performance of children, and learn from it Discover opportunities and themes for character education. By observing children's behaviors, emotions, and attitudes, teachers can learn about their Character development status, promptly discover existing problems and deficiencies, and formulate targeted educational strategies accordingly. discover them Encourage them to continue to develop their strengths and talents and help them build self-confidence and self-esteem.

1. Group games: Using picture books to teach is an innovative and inspiring teaching strategy for young children's character education.

Combined with group games, teaching content can be further enriched and children's participation and interest increased. Here are some specific Strategy:

(1) Picture book selection and theme setting. Choose educational picture books that cover topics such as friendship, Character education themes such as respect, honesty, and courage. Set corresponding themes according to the content of the picture book, such as "The power of friendship", "Respect others and be happy yourself", etc.

(2) Collective game design. For each theme, design a series of group games related to it. These games should be creative, non-repetitive, and engage young children's active participation. For example: "Friendship Relay": children divide Divide into several groups, and each group needs to complete a series of tasks, such as passing items, solving problems together, etc. through games, Let young children experience the power of friendship and the importance of teamwork.

(3) "Respect others' role play". Children play different roles, such as doctors, policemen, elderly people, etc. Learn to respect other people's careers and personalities by simulating real scenarios. "Honest Treasure Island": Set up a treasure hunt, But only an honest toddler will find the treasure. Through games, let young children understand that honesty is the key to trust and success.

(4) The combination of picture books and games. In the process of reading picture books, teachers can lead through questions, discussions, etc. Guide children to deeply understand the character education themes in picture books. Combined with related group games, let children experience it personally in the game Experience and practice these qualities.

(5) Observation and feedback. During the game, teachers should closely observe children's performance and give positive feedback in a timely manner. Feedback and guidance. For children who perform well, you can praise and encourage them; for children who perform poorly, you can provide them with praise and encouragement. Provide appropriate help and support. Teachers can also use the sharing session after the game to let children share their experiences in the game. experience and feelings, thereby deepening their understanding of character education.

2. Emotional experience: In the practice of early childhood character education, emotional experience and self-challenge have become two indispensable parts. They share

It also affects the minds of children, prompting them to show more tenacity and courage when facing difficulties and solving problems. quality. Using picture book teaching to integrate the connotation of character education, emotional experience is an important part of character education. when young When children face various situations, they not only need to learn theoretical knowledge, but also need to deepen their knowledge through real emotional experiences. Understanding of character. For example, when young children participate in a group game about "respecting others", they not only have to To learn how to respect others, you also need to truly feel the positive effects of respect in the game, such as other people's responses, Team harmony, etc. This emotional experience can help young children understand the value and meaning of character more deeply. Challenging oneself to cultivate children's spirit of brave attempts is crucial to the cultivation of children's character. Teachers can pass

Set appropriate challenging tasks to encourage children to try bravely and overcome difficulties. These challenge tasks can be academic, it can also be in life. The key is to make children feel a certain degree of difficulty and challenge. During the challenge, young children need to overcome fears and face setbacks, which will help develop their courage, perseverance and resilience. When children grow up, when they successfully overcome challenges, they will also gain a huge sense of accomplishment and self-confidence, which will further promote their development in other areas. Using picture book teaching to integrate character education, the teacher's role is crucial in the process of emotional experience and self-challenge. Teachers not only need to have keen observation skills, timely discover and seize educational opportunities, but also need to have flexible guidance ability to help children face challenges and difficulties correctly. When children face difficulties, teachers should give them enough support and encourage them to feel their growth and progress. Teachers should also expand and extend character education in daily life education, through daily behavioral demonstrations, emotional communication, etc., allows children to develop good character in a subtle way. The use of picture book teaching to integrate character education must also pay attention to the synergy between family and society. In addition to teaching in kindergarten, in addition to education, family and society are also important places for character education. Parents should work closely with kindergartens to provide children with a loving and supportive environment. Parents can set some simple challenge tasks at home to encourage children to be brave, dare to try and overcome difficulties; parents should also pay attention to children's emotional experience and share with them the joy of success and the lessons of failure.

3. Combination of knowledge and action: Strengthen the connection between educational theory and practice and promote the transformation of educational concepts into practice. Kindergartens are implementing character education. When educating children, on the one hand, we must ensure that children acquire necessary moral theoretical knowledge; on the other hand, we must pay attention to integrating this knowledge with children's daily life, let them experience and gain insights in practice. By balancing the relationship between the two, they can make character education more in-depth and lasting, thereby helping young children better understand moral connotations and internalize them as their own values. By strengthening the cultivation of character behavior in the details of life, achieving co-education in the home and balancing moral theory through strategies such as the relationship between learning and life experience, we can effectively solve the problems existing in current children's character education and promote the comprehensive development of children's character. Character education has a long way to go, and it takes time to develop a firm character. The growth of young children does not happen overnight.

In addition, the education of young children cannot fully achieve the desired effect by just one lecture or one activity. In the growth of young children, growing up requires the patient guidance of teachers and the active cooperation of parents. Both parties must continue to pay attention to the emotional experience and behavior of children. For changes, children can cognitively acquire the values in character education. From the details to the generosity of character education, to continue to deepen the connotation of character education through perseverance. On the social side, various public activities and media resources can be used to promote the importance of character education and create a positive, extremely positive social atmosphere. With the overall progress of human society, people's quality of life is getting better and better, and people no longer only focus on children's intellectual development, but also attach great importance to children's character development, emphasizing the use of scientific means to shape children's character so that they can better adapt to the development characteristics of modern society and promote children to truly achieve healthy growth. Young children's teachers must fully implement character education. In order to create an excellent character education environment, they must jointly implement character guidance through multiple means and multi-party cooperation, continuously improve the quality level of children, and allow children to grow up happily and healthily. Objective reflection on the present stage: The current situation of character education in early childhood is analyzed in order to adjust the character education method according to the actual situation.

(二) Teachers need to optimize teaching design and improve teaching capabilities:

Optimizing teaching design and improving teaching capabilities are the core content of teachers' professional growth and also promote the all-round development of students. Teachers need to continue to improve their teaching standards with a rigorous attitude and unremitting pursuit to better guide students to grow healthily. In terms of optimizing teaching design, teachers should focus on teaching students in accordance with their aptitude and entertaining them. go deep. Understand students' age, personality, interests and other characteristics, and carry out targeted teaching design according to their actual situation. Present knowledge points in a vivid and interesting way to stimulate students' interest and initiative in learning, so that they can learn in a relaxed and happy way in an atmosphere. In terms of improving teaching capabilities, teachers should constantly update their educational concepts and learn advanced teaching methods. actively participate in educational training and academic exchange activities can broaden horizons, increase knowledge, and learn from the successful experiences and practices of others. at the same time,

attention to self-reflection and summary, promptly discover problems and deficiencies in teaching, and constantly improve and perfect your own teaching methods. Teachers should also pay attention to the latest developments and research results in education and teaching, constantly absorb new educational concepts and technical means, and use Teaching is more in line with the needs of the development of the times. At the same time, we should also pay attention to the all-round development of students and focus on cultivating students' innovation spiritual and practical abilities, laying a solid foundation for their future growth and development. In short, optimizing teaching design and improving teaching capabilities are important contents of teachers' professional development. Teachers should have a high degree of Sense of responsibility and mission, constantly improve one's own quality and ability level, and create better learning environment and conditions for students, Promote them to grow comprehensively, healthily and happily.

1. Principles and standards for picture book selection: When using picture books to carry out character education activities, the selection of picture books undoubtedly plays a vital role. picture book The content directly determines the direction and depth of character education, and also affects the teacher's teaching presentation method and teaching environment. section design. In terms of selecting picture book materials, teachers should follow certain principles and standards to ensure the effectiveness of character education activities. Effectiveness and pertinence. The content of picture books should be closely aligned with the goals of character education. The values and morals conveyed by picture books Morality and outlook on life should be consistent with the core concepts of character education and can guide children to form correct values and behaviors Habit. The themes of picture books should be diverse, covering character elements such as responsibility, courage, honesty, respect, etc., so that children can Experience and learn different character traits through different stories. Children of different ages have different cognitive levels and psychological characteristics, and the content, language and illustrations of picture books should match Suitable for children's age characteristics and reading level. This will not only stimulate children's interest in reading, but also ensure that they can understand Understand and absorb the character education information conveyed by picture books. The artistry and interest of picture books are also factors that cannot be ignored. Excellent Xiu's picture books often have exquisite illustrations and vivid language, which can attract children's attention and arouse their emotions. resonance. Such picture books make it easier for young children to immerse themselves in them, so that they can be subtly influenced by character education.

The cultural sensitivity and diversity of picture books are also factors that need to be considered when selecting materials. In a multicultural context, draw It should respect and reflect different cultural backgrounds and values, and help young children understand and respect different cultures and lifestyles. This helps to cultivate cross-cultural awareness and global perspective in young children, laying a solid foundation for their future growth and development. The selection of picture book materials plays a vital role in character education activities. Teachers should follow the principles of appropriateness of content and age-appropriateness. We carefully select picture books suitable for young children based on principles and standards such as sex, artistry and interest, as well as cultural sensitivity and diversity. To ensure the effective implementation of character education activities and the overall development of young children.

2. Picture book teaching design and implementation: When teachers choose picture books to integrate into character education, they should follow the consistency between the theme of the picture books and the goals of character education, and consider The three core principles are to consider the physical and mental development characteristics of children and to focus on the professionalism and quality of picture books. This ensures that the selected Picture books not only meet the development needs of young children, but also effectively promote their character education.

The design and implementation of picture book teaching is a challenging and creative task, which requires teachers not only to have a deep understanding of To understand the deeper meaning of picture books, we need to master a series of ingenious teaching strategies to effectively convey the character qualities in picture books to young children. The following are some suggestions on the design and implementation of picture book teaching, aiming to help teachers better complete this task. Task. In terms of teaching design, teachers should choose appropriate picture books as teaching materials based on children's age characteristics and cognitive levels. learning materials. The content of picture books should be close to children's life experiences and be able to arouse their resonance and interest. picture book themes It should be clear and conducive to children's understanding and acceptance of the character qualities. After determining the picture books, teachers should further analyze The structure and characteristics of picture books, determine the teaching objectives and teaching priorities, and formulate corresponding teaching plans. In the process of implementing picture book teaching, teachers should focus on creating a good teaching atmosphere and stimulating children's interest in reading. and positivity. By telling picture book stories, showing picture book illustrations, and guiding children to observe, children can fully Feel the charm of picture books. At the same time, teachers can also use a variety of teaching resources, such as audio, video, etc., to enrich teaching content. content and form to improve teaching effectiveness. Teachers should also focus on guiding children to explore the connotations of

picture book stories and help them understand the character qualities in them. Can Through questions, discussions, etc., guide children to think about the plots and characters in picture book stories, so that they can understand the quality of The importance and value of character quality. In addition, teachers can also organize some extension activities, such as role playing, painting, etc. Let children experience and practice character qualities in practice. Teachers should evaluate and summarize the effect of picture book teaching so as not to Continuously improve and improve teaching strategies. You can do this by observing children's performance after reading picture books and communicating with them. methods to understand their understanding and mastery of character qualities. At the same time, teachers can also invite parents to participate in picture book teaching While learning, we work with parents to pay attention to hildren's character development and create a good atmosphere for co-education at home. The design and implementation of picture book teaching requires teachers to deeply understand the deep meaning of picture books, master clever teaching strategies, and Focus on creating a good teaching atmosphere and guiding children to explore the connotation of picture book stories. Only in this way can the drawing be effectively The character qualities in this book are passed on to young children and promote their all-round development.

3. Measures for teacher training and professional ability improvement In order to enable teachers themselves to deeply understand the true connotation of character education, kindergartens should organize professional training activities on a regular basis. This For some training, experts in the field of character education can be invited to teach, or teachers can be arranged to participate in relevant seminars and lectures. Through these activities, teachers can learn more advanced educational concepts and methods and improve their educational standards. It is also very important to strengthen communication and learning between teachers. After the moral education activities, teachers can be organized to conduct share, reflect, and summarize, and then optimize each step of the activity to form a new Moral education theme program. Kindergarten can organize teacher sharing meetings, experience exchange meetings and other activities to allow experienced teachers and Young teachers share their educational experiences and insights. In this way, young teachers can learn more practical

Using educational methods, experienced teachers can also draw new educational concepts and inspiration from young teachers. Teacher Students should strengthen their theoretical reserves in the process of practice and adjustment, possess a certain ability of innovative thinking, and be able to work effectively in the teaching environment. Through continuous dialectics and exploration, we gradually formed our own distinctive professional practice theory. Flexibly apply theoretical knowledge to daily teaching , pay attention to the behavioral changes of young children and record their growth process in detail. Teachers should also actively communicate and cooperate with parents,

Work together to promote the all-round development of children's character. In order to ensure the effective implementation of character education, kindergartens also need to establish a complete management mechanism. This includes Planning and organization of character education activities, training and assessment of teachers, etc. Through these measures, you can ensure that the quality The quality education activities can be carried out in an orderly manner, and the educational level of teachers can be continuously improved.

(三) Teachers need to strengthen the after-class feedback mechanism and deepen home-school cooperation

In order to ensure the full implementation of character education, teachers need to strengthen the after-class feedback mechanism and deepen home-school cooperation. these two These tasks complement each other and jointly promote the healthy development of children's character. In terms of strengthening the after-class feedback mechanism, teachers should Provide timely and accurate feedback to parents on children's learning and living conditions in the kindergarten, especially on their performance in character education. Through regular home visits, telephone communication, online communication, etc., teachers can share with parents the progress of children in character development. progress and areas for improvement, and solicit opinions and suggestions from parents in order to continuously improve the methods of character education. Laws and strategies. Teachers can also create children's character growth files to record every detail of children's character development. Provide parents with more intuitive and specific feedback. In terms of deepening home-school cooperation, teachers should actively establish good communication channels and cooperative relationships with parents. by group By organizing parent-teacher meetings, parent-child activities, etc., teachers can publicize the importance and methods of character education to parents and guide them Establish correct educational concepts. Teachers can also discuss with parents how to create an environment conducive to character development at home. environment, how to choose appropriate reading materials, how to guide children to develop good behavioral habits, etc. Through home cooperation, Teachers can better understand children's performance and needs at home and provide children with more personalized and accurate education. Serve. In the process of implementing these two tasks, teachers can also try to use modern educational technologies and tools, such as Online education platforms, parent WeChat groups, etc. enable more convenient and efficient communication with parents. These technologies and Tools can not only improve communication

efficiency, but also enrich the form and content of home-based cooperation, making character education more in-depth. Heart. Teachers' strengthening of after-class feedback mechanisms and deepening home-school cooperation are key links in promoting the comprehensive implementation of character education. Pass By working closely with parents, teachers can better understand children's needs and characteristics and provide children with better quality education. Provide educational services to promote the healthy development of children's character.

1. Enhance the persistence and continuity of education. Character education should not be limited to the classroom or a single activity, but should be integrated into the daily life of kindergartens. To this end, Teachers should regard character cultivation as a long-term goal, continue to pay attention to children's character development, and through continuous reinforcement and guidance, Help children develop good character habits. Continuous communication between teachers and parents also ensures continuity of character education important link. Teachers should regularly communicate with parents about children's performance in kindergarten, and jointly pay attention to children's character growth to form a family The joint force of garden education. At the same time, teachers can also teach parents the concepts and methods of character education and guide them to In life, we also pay attention to cultivating children's character. In order to evaluate and improve the effectiveness of character education, teachers also need to regularly review and summarize educational results, discover deficiencies in the education process, and adjust educational strategies and methods in a timely manner according to the growth of children.

2. Enhance the pertinence of education: In order to enhance the pertinence of education, teachers should develop personalized feedback plans based on the individual differences of children. every child Children all have unique personality traits and growth backgrounds, which lead to different performance and needs in character education. Therefore, during the after-class feedback process, teachers should fully understand the characteristics of each child and provide personalized information based on their specific situation. Personalized advice and guidance. For example, for children who are introverted and not good at expressing themselves, teachers should focus on cultivating their self-esteem. Confidence and social skills. You can encourage them to participate in more group activities, provide them with opportunities to show themselves, and gradually lead to Guide them to overcome shyness and communicate with others bravely. Teachers can also use praise and affirmation to make them feel own value and progress, so as to face study and life more confidently. For children with impulsive behavior and difficulty in controlling their emotions, teachers should guide them to learn to manage their emotions. Develop qualities of patience and calmness. You can help them understand the causes and causes of emotions by explaining methods of emotion management. How to express your emotions reasonably. Teachers can also set up some situations in daily life so that children can learn through practice They can control their emotions, such as playing games and doing crafts, to cultivate their patience and concentration. Teachers can also provide them with resources and resources that meet their development needs by observing their interests, hobbies and specialties. guide. For example, for children who like painting, teachers can recommend some picture books and painting materials suitable for them. Encourage them to be creative and express their emotions and ideas with paintbrushes. This will not only stimulate children's interest in learning, It can also cultivate their character and quality in a subtle way. Developing personalized feedback plans is an important step in improving the pertinence of education. Need means. Teachers should provide children with targeted guidance and suggestions based on their individual differences and needs to promote Promote the comprehensive development of children's character.

3. Strengthen communication and cooperation with parents. Kindergartens should communicate with parents regularly to understand their views and suggestions on character education, and at the same time guide parents to be more Pay attention to children's character education. In addition, more activities that require parent participation can also be carried out, such as homework, parent-child Activities, etc., allow parents to directly participate in their children's character education. 4. Consider the diversity of family structures.

4. Taking into account the diversity of family structures, kindergartens need to be more flexible and inclusive in their educational practices. Different family The education methods and needs under the family structure are different. For example, if the children are taken care of by the elderly, the kindergarten needs to provide more specific and More practical educational methods and advice. For families where the elderly take care of their children, kindergartens should have a deep understanding of the special needs and challenges under this family structure.

The elderly may have rich experience in educating children, but they may also have limitations in physical strength, educational concepts, etc. therefore, Kindergartens can teach them modern parenting knowledge and character education by holding regular education and training activities for the elderly. parenting methods to help them better guide their children to grow up healthily. Kindergartens can also provide personalized education for such families. education suggestions. For example, based on the physical and energy status of the elderly, it is recommended that parents choose outdoor activities suitable for their children to ensure that Children's safety; for the education concepts of the elderly, you can share some advanced character education

concepts and methods to help them. They update their educational concepts and better cooperate with the educational work of kindergartens. In the process of promoting home-based cooperation, kindergartens also need to respect parents' choices and decisions, and each family's situation is unique. It is unique in that parents may not be able to participate in all educational activities due to work, health or other reasons. In this regard, Kindergarten should maintain an open and understanding attitude and not force all parents to participate in every activity. OK Through online communication, individual guidance, etc., we provide educational support and assistance to parents who are unable to participate in person to ensure that every All children can enjoy high-quality character education. Faced with the diversity of family structures, kindergartens need to flexibly adjust educational strategies and methods to provide more specific and practical Use educational suggestions while respecting parents' choices and decisions, and jointly create a good environment for the healthy growth of children.

5. Improve parent participation and educational concepts: Character education for young children cannot be without the participation of parents. Therefore, we encourage parents to actively participate in the education process of young children. Maintain close contact and cooperation with kindergartens. Parents should first establish a correct concept of reading, and secondly strengthen the teaching of reading skills in young children. Participation in reading education and full and active communication with teachers. Parents can read picture books with their children, Participate in parent-child activities and other methods to help children develop good character. Parents should also pay attention to their speech in front of children. Behave and form a sense of setting an example for young children. Co-education at home is an ideal state for children's character education. In this process, parents and teachers should learn from each other and communicate with each other. Support each other and jointly promote the all-round development of children's character. Kindergartens can invite parents to participate in character education activities. Such as parent volunteers, parents entering the classroom, etc., allowing parents to personally experience and participate in their children's education process. At the same time, parents also You should actively participate in your children's character education and set a good example for your children.

6. Establish a regular and systematic after-class feedback mechanism: Establishing a regular and systematic after-class feedback mechanism is to improve the quality of character education, promote teachers' professional development and communication. An important step for parents. Teachers can set a fixed feedback cycle, such as once a week or every two weeks, to regularly review their teaching process, summarize teaching experience, discover children's problems at home, and adjust teaching strategies in a timely manner. This kind of Regular feedback not only allows teachers to promptly correct deficiencies in teaching, but also promotes experience sharing between teachers and parents.

Share and learn from each other. When teachers implement the after-school feedback mechanism, teachers can have more in-depth feedback through face-to-face feedback exchanges with parents. Understand the needs and confusions of parents and provide parents with more targeted guidance and help. Character education for young children requires the joint efforts and cooperation of kindergartens and families to achieve better results. Pass no By continuously improving educational methods, strengthening communication and cooperation with parents, and considering the diversity of family structures, we can expect that It is hoped that early childhood character education will make greater progress in the future.

VI. Conclusion

(1) Research conclusion

In a large class in a kindergarten in Dalian City, Liaoning Province, this study used interview methods to gain an in-depth understanding of how teachers develop character development. education and their experiences and challenges in practical teaching. Conversations with these experienced and passionate educators, Gained a lot of valuable information. Teachers generally believe that picture books, as a unique educational resource, are important for children's character education. promotion effect. Teachers also face some challenges and problems. For example, how to choose and screen pictures suitable for character education?

This material, how to ensure the organic integration of picture books and character education, how to communicate and cooperate with parents, etc. In response to these issues, We held in-depth discussions with teachers and worked together to find solutions. In conversations with parents, we also discovered the important role of picture books in family education. Character education in early childhood During the implementation process, the cooperation between families and kindergartens is a long-term and arduous task. This requires joint efforts from both parties, Discuss together and grow together. Only by close cooperation between families and kindergartens can we provide children with better character education. Help them grow up healthily and become outstanding talents with comprehensive development of moral, intellectual, physical, artistic and labor skills. I believe that with the joint efforts of both parties, Character education for young children will definitely achieve more significant results and pave the way for children's future.

(2) Research deficiencies and prospects

During the course of this research, some problems were encountered that have not been fully explored and resolved, resulting in difficulties and challenges. There is a lack of detailed and in-depth investigation and research. This study is based on some parents and teachers in a kindergarten class in Dalian City, Liaoning Province. Teachers were the interview subjects. It was difficult to achieve comprehensive observation and analysis, and there was a lack of in-depth investigation and research, which affected the research credibility and scientific nature of the research. Therefore, future research should conduct more research under more sufficient time and external conditions. Focus on detailed and in-depth investigation and research to obtain more information and data to solve problems more accurately.

References

- [1] Liu Chen. The Core Concepts, Practice Models And Development Trends Of New Character Education In The United States [J]. Educational Science Research, 2020(05):84-92.
- [2] Deng Changjie; Xu Xingchun. The Connotation, Theory, Value And Practical Strategies Of Early Childhood Character Education Activities [J]. Educational Concepts Cha, 2022, (12): 42-45.
- [3] Ding Xuemei. Pay Attention To Children's Character Development And Protect Their Physical And Mental Health [J]. Scientific Consulting (Teaching And Research), 2022, (03): 177-179.
- [4] Xie Lingqi. Action Research On The Creation Of Early Childhood Character Education Situations The Perspective Of Positive Psychology [C]. 2023.
- [5] Ji Dekui; Qiao Hong. The Essence, Implementation Status And Improvement Paths Of Theme Teaching [J]. Educational Theory And Practice, 2021, (01): 55-59.
- [6] Zhang Na. A Brief Discussion On Children's Character Education And Current Situation Analysis [N]. Shanxi Market Herald, 2023-10-12.D02.
- [7] Yuan Zhihui. Theoretical Thinking And Implementation Suggestions For Early Childhood Character Education - Taking The Cultivation Of Three Important Characters As An Example [J]. Modern Education Science, 2021(06):4-6.
- [8] Wang Pingfang. Research On The Use Of Home-Based Co-Education In Character Education In Kindergartens [D]. East China Normal University, 2019.
- [9] Cao Enzin. Integrating "Character Education" Into Children's Picture Book Reading [J]. Education, 2020(07):43.
- [10] Huang Ruihan. Pay Attention To Children's Character Education And Promote Their Healthy Growth [J]. Examination Weekly, 2021, (13): 165-166.
- [11] Zhao Yue. Research On The Application Of Picture Books In Kindergarten Character Education [D]. Shandong Normal University, 2021.
- [12] Wang Gaoji. Effective Organizational Strategies For Early Childhood Character Education [J]. Basic Education Forum, 2023(17):97-98.
- [13] Zhang Rong. Questioning Strategies In Kindergarten Picture Book Teaching [J]. Early Childhood 100 (Teacher Edition). 2023(4):47-48.
- [14] Chen Rui. Effective Strategies For Integrating Picture Books Into Kindergarten Moral Education Themed Courses [J]. Educational Practice And Research (C), 2022(02):50-52.
- [15] Zhang Dongni. Research On Early Reading Guidance For Kindergarten Teachers[D]. Southwest University, 2022.
- [16] Hou Mengfei. Research On The Impact Of Family Reading Environment And Home Co-Education On Children's Reading Interest [D]. Jiangxi Science And Technology Normal University, 2022.
- [17] Birhan W, Shiferaw G, Amsalu A, Et Al. Exploring The Context Of Teaching Character Education To Children In Primary And Primary Schools[J]. Social Sciences & Humanities Open, 2021, 4(1):100171.
- [18] Peterson, A. (2020). Character Education, The Individual And The Politics. Journal Of Moral Education, 49(2), 143–157. <https://doi.org/10.1080/03057240.2019.1653270>.
- [19] Pinquart, M., & Fischer, A. (2022). Associations Of Parenting Styles With Moral Reasoning In Children And Adolescents:A Meta-Analysis. Journal Of Moral Education, 51(4), 4463-476. <https://doi.org/10.1080/03057240.2021.1933401>.
- [20] Paul, S. A. S., Hart, P., Augustin, L., Clarke, P. J., & Pike, M. (2022). Parents' Perspectives On Home-Based Character Education Activities. Journal Of Family Studies, 28(3), 1158–1180. <https://doi.org/10.1080/13229400.2020.180609740>
- [21] Yu-Lan Wang Received Her Ph.D. Degree From Tianjin Nankai University In 2014. She Is Currently A Professor At The School Of Teacher Education Of Shandong Weifang University Of Science And Technology. The Main Research Directions Are Preschool Education, Creative Flipped Education, Educational Management, And Educational Psychology.
- [22] Yan-Ping Dong Received Her Ph.D. Degree From Segi University Of Malaysia In 2023. She Is Currently A Associate Professor At The School Of Teacher Education Of Shandong Weifang University Of Science And Technology. The Main Research Directions Are Preschool Education, Creative Flipped Education, Educational Management, And Teaching Methodology.
- [23] Ruiqing Liang Received His Undergraduate Degree. Graduated From Weifang University Of Science And Technology Preschool Education In 2023.