A Contrastive Study on the Design of English Communicative Intelligence Activities in Chinese and Canadian Children's Picture Books

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Abstract. Based on the collection, collation, summary and comparison of children's books in China and Canada, this paper compares the design of intelligent communication activities in children's pictures in China and Canada, and points out that due to the constraints of economic and social development in the past, the compilation of children's pictures in China for early childhood development lacks sophisticated intelligence. Communication activities pay more attention to the text content of pictures. Therefore, how to draw lessons from the experience of Canadian children's book design and compilation, and combine with the unique culture and customs of our country, to compile a children's picture book with Chinese characteristics suitable for the development of children's multiple intelligences under the current high-speed economic and social background.

The Importance of Communicative Intelligence Activities

Communicative intelligence is one of the multiple intelligences proposed by Howard Gardner, a famous American psychologist, in 1983. He believes that multiple intelligences are possessed by every healthy person, including linguistic intelligence, logical and mathematical intelligence, spatial intelligence, sports intelligence, music intelligence, interpersonal intelligence, introspective intelligence and natural observation intelligence.

The cultivation and development of communicative intelligence is to adapt to the development of the country and society. The expectation of the development of the country and Society for education is to cultivate social builders with independent and sound personality, healthy psychological quality, strong comprehensive ability and good communication ability.

Cultivating communicative intelligence is not an educational task that can achieve great results in a short time, but a long-term process that requires educators to start from the early stage of early childhood education. It is gratifying to note that our government and relevant education departments, schools and families have generally realized the importance of early reading. Early reading should begin in infancy. Its role lies not only in stimulating children's reading interest, improving language ability, and developing children's reading skills, but also, more importantly, in stimulating children's reading skills. Children are born with curiosity and creativity, and acquire basic communicative skills to survive and work in society. As the best choice of early reading for infants, more and more schools, families and educational and training institutions have attached great importance to the purchase and selection of children's picture books.

Contrast of Chinese and Canadian Picture Book Design

Picture books are children's books that are suitable for infants and children's reading and aesthetics, which are mainly based on images and supplemented by language. As a kind of image as the main form of expression, its bright and bright color, vivid composition, simple and understandable content, as well as rich rhythm and aesthetic language and characters are very attractive to infants and young children. The stories told in picture books are closely related to children's real life experience, which can easily arouse strong emotional resonance of infants and
children and express their emotions through the story plots of picture books. In view of the numerous advantages, huge consumer market and popularity of picture books, the design and production of picture books have become the focus of attention of cultural and educational departments and publishing groups in various countries.

The Canadian book publishing industry has been on the road of modernization since the 1960s. Children's picture books are the focus of government attention, funding and supervision. It is because of the top-down policy support, advanced technology support and huge financial support for children's publications that children in Canada are supported by the whole country. Readings are praised and welcomed all over the world, and their elaborate design of communicative intelligence activities is commendable.

For example, in Canada's most popular children's reader Moe William series of picture books, almost all show sophisticated design of communicative intelligence activities. Take Reading as an example. When talking about reading storybooks, the protagonists, Jaynolds and Piggy Piggy, say, "Everything is quiet, but I think it's weird, as if someone is watching us... WOW! Our little reader is watching us!" Then the picture book invites the young readers to read out a few words aloud in the tone of pigs and elephants, and encourages them to read and read again with happy mood words from time to time. The young readers will feel the pleasure of communication and imitate and learn, for example. How to communicate with other children?

Through the analysis of the intelligent communication activities in children's English picture book reading activities, the author believes that the scientific design of communication activities before English class, the rational organization of communication activities in English class and the effective expansion of communication activities after class are to promote children's English language development and stimulate children to read English drawing. Ben's Interest in Developing Children's Reading Habits of English Picture Books.

**Effective Strategies on Design of Picture Book Reading Activities before Class**

First of all, educators should make clear the objectives of their activities. The goal of scientific formulation is the precondition for the effective development of activities and avoids the one-sidedness of teaching activities. Target-setting should be carried out from three dimensions: knowledge goal, namely, what language knowledge children can acquire through picture book reading, specific vocabulary, sentence patterns and common words they can acquire, ability goal (skill goal), which language skills they can cultivate through which game activities, such as children's willingness to listen to English, etc. Picture book stories, like reading English picture books, willing to communicate with others in English picture book content, involuntarily use the sentences in picture books in daily life communication; quality goals (emotional goals), through which ideas inspiration to children through picture book reading, which personality traits of children, and so on. English picture book game activities should provide children with experience to help them construct a second language, promote the formation of children's reading habits, and cultivate children to become people who love English picture book reading. Game activities should be suitable for children's second language development level and be beneficial to the development of their language ability.

Secondly, in teaching practice, teachers should combine kindergarten-based teaching themes to create rich and various game activities and relaxed and harmonious game situations to promote preschool children's English acquisition. This reading activity is carried out effectively. According to Krashen's affective filtering hypothesis, language input. Only through emotional filtering can it be possible to "absorb intake" language and influence language acquisition. Emotional factors include: motivation, learning motivation, the faster progress; personality, self-efficacy. Learners with strong sense have better learning effect; learners are in a relaxed and harmonious learning atmosphere. It is easy to get more language input. Teachers are required to have the ability to draw stories in speeches. The design of role-playing activities in picture books before class is conducive to creating game situations and promoting children's language acquisition.
Thirdly, as educators, different forms of activities should be designed scientifically according to the characteristics of children's cognitive development at different age stages in teaching practice. For example, kindergarten children are not suitable for competitive activities. Some non-competitive activities can be developed, such as blowing bubbles, running, jumping, climbing and clapping. Some puzzle activities, such as: bombs, magic box guessing, turntables, flash cards and other game activities, primary school children to carry out some competitive activities, role activities, performance activities, such as: bench grabbing, role playing, etc. In the design of game activities, attention should be paid to the children's English level of development, and the degree of difficulty and ease of play should be moderate, which is suitable for the cognitive development characteristics of the object of activity. The game is too simple to arouse children's enthusiasm for participation, too difficult to play, the activities are not carried out smoothly, and is not conducive to achieving the goals of the activities.

Conclusion

Children's picture books are internationally recognized and most suitable for children's reading in the 21st century. They play an irreplaceable role in the development of children's overall intelligence. How to use picture books to develop children's communicative intelligence, convey emotions and cultivate sentiments is a subject worthy of in-depth study. This paper holds that the compilation and design of children's picture books should not only inherit China's long historical and cultural traditions, but also draw on the experience of some developed countries, such as Canada, to develop China's children's book publishing industry.

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