

*The Impact of Picture Book to Enhance Learning Achievement on
the Chinese Traditional Culture Course*

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The Southeast Asian Conference on Education 2024
Official Conference Proceedings

Abstract

In recent years, with the advancement of globalization and the rapid development of information technology, China's education industry has shown a rapid development trend, but it is still faced with new opportunities and challenges, and educational content and teaching methods need to be reformed. This paper discusses the difficulties encountered by students in learning Chinese traditional culture course. In order to solve these problems, this study puts forward the application of picture books in teaching. The purpose of this study were: 1) Comparison of achievements before and after using picture books to learn Chinese traditional culture, 2) Study the effectiveness index after learning Chinese traditional culture from picture books, 3) Study students' satisfaction after learning Chinese traditional culture. This study took 5 classes of Sichuan Vocational College of Health and Rehabilitation as the research populations. Only 1 class with the lowest pretest score was selected by the purposive sampling method. The research instruments include 1) picture books, 2) Achievement papers, and 3) Students Satisfaction evaluation form. The statistics used in this study include: 1) Mean (\bar{X}), 2) Standard Deviation (SD), 3) Dependent t-test, 4) Effectiveness index. The research results found that, 1) The achievement scores between before and after use the picture book were different at a statistically significant level of .05. ($t=-23.85, p=.000$). 2) The effectiveness index was .3652; in other words, students had higher post-test scores of 36.52 percent of cognitive score improvement. 3) The satisfaction of students is Strongly Satisfaction ($\bar{X}=4.58, S.D=0.67$).

Keywords: Picture Book, Chinese Traditional Culture, Learning Achievement, Effectiveness Index

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Introduction

Background of Statement

In recent years, with the advancement of globalization and the rapid development of information technology, China's education industry has shown a rapid development trend, but it is still faced with new opportunities and challenges, and educational content and teaching methods need to be reformed. The traditional teaching method emphasizes the inculcation of knowledge and rote memorization, but lacks the link of cultivating students' innovation ability and practical application ability. Students lack opportunities for interaction and participation in the classroom, and lack the development of critical thinking and problem solving skills. At the same time, with the development of science and technology, the way of information dissemination and people's access to information have been expanded, and the visual culture of easier and faster access to information has risen, and the "era of picture reading" has come, and beauty has become an important way for people to perceive the world. However, we should not simply put pictures and words in opposition, excessive contempt or excessive favor of pictures, pictures and words should be complementary symbiosis in order to co instantly optimize the dissemination of information. Picture book -- a visual form of organic combination of text and text, with the aesthetic characteristics of utilitarianism, intuition, creativity, transcendence and pleasure, can show the beauty of words and pictures (LI Shijuan, LI Donglai, 2017). On September 15, 2015, The General Office of the State Council issued Opinions on Comprehensively Strengthening and Improving aesthetic education in Schools (Document No. 71 issued by the State Office of the People's Republic of China [2015]), pointing out that the construction of aesthetic education course should be "mutually permeated and integrated by various disciplines", and aesthetic education and teaching should be greatly improved. General Secretary Xi Jinping emphasized in his speech at the 2018 National Education Conference that "promoting comprehensive human development and social progress has put forward new and higher requirements for education and learning", and that "we must adhere to educating people with aesthetics and culture, and improve the aesthetic and cultural literacy of higher vocational education students" (Wu Jing, Hu Hao, 2018). In order to further strengthen the function of aesthetic education in traditional culture course, the General Office of the CPC Central Committee and The General Office of the State Council issued Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era in October 2020 (China Moral Education, 2015), which added that aesthetic education is also "education that enriches imagination and cultivates innovative consciousness" (Yu Kailiang, 2019) and emphasized the need to "establish the concept of disciplinary integration". Fully excavate and apply aesthetic education resources in disciplines, "the stage of higher vocational education enriches aesthetic experience, broadens humanistic vision, and guides higher vocational education students to establish correct aesthetic and cultural views" (Li Peng, 2016). It can be seen that the rapid development of today's society has put forward new requirements for the education in the new era. It is necessary to effectively stimulate the observation and appreciation of higher vocational education students (Hereinafter referred to as vocational students) on things, and then stimulate the aesthetic interest of higher vocational students, promote the development of students' aesthetic ability, and enrich students' aesthetic feelings (People's Daily, 2020). In the face of such new opportunities and challenges, picture book education plays an important role in national education.

Through talking with vocational students, it is found that some vocational students think that the existing course of Chinese traditional culture are boring and boring, and the course

learning is not interesting. They mainly focus on rote memorization and so on. They cannot really understand the connotation and are difficult to apply. Even don't like to read Chinese traditional culture course study books, don't like to learn traditional culture course, thus forming a vicious circle. Compared with textbooks, vocational college students prefer to read anime, comics, picture books, and so on. Visual media has penetrated into almost every aspect of vocational college students' life. Vocational college students not only read picture books, comics, etc., but also hand-draw some pictures in textbooks and notes (Flood J,1995). Why is that? It turns out that processing highly condensed words requires more brain power than processing simple images. Therefore, if picture books are combined with the teaching of Chinese traditional culture, is it helpful to enhance the interest of vocational students in learning Chinese traditional culture course? Based on this, the researcher conducted a large number of literature surveys and found that picture books are widely used in teaching and rarely used in higher vocational education, which has great research space. Based on this, the researcher has carried out preliminary investigations, the results showed that 92.0% people of higher vocational students believe in learning tired when using picture books teaching effect may be the best, hope students in the course of Chinese traditional culture, the use of picture books teaching 64.0% people of higher vocational students in Chinese traditional culture in the inset picture books teaching the use of this painting expectations are high, In particular, I have the highest expectation for funny picture books. (Flack J,1995) However, there are no picture books in the market that are fully compatible with Chinese traditional culture course, so it is urgent to independently develop picture picture books suitable for Chinese traditional culture course.

Research Objectives

1. To compare of achievement scores before and after using a picture book for Chinese traditional culture learning.
2. To study the effectiveness index after using a picture book for Chinese traditional culture learning.
3. To study of the student's satisfaction after using a picture book for Chinese traditional culture learning.

Conceptual Framework

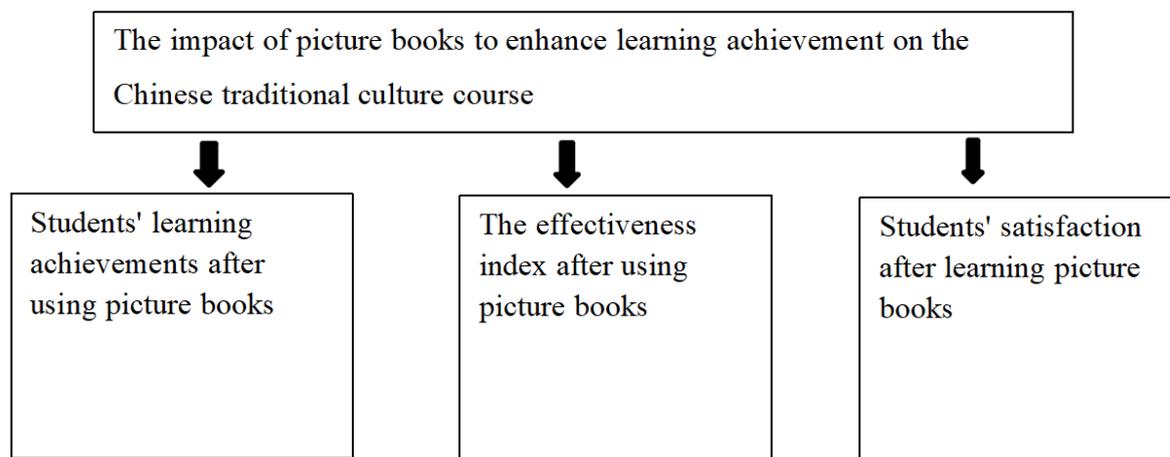


Figure 1: Conceptual framework

Definition of Keywords

The researcher has limited Keywords as follows:

1. Picture Book

A picture book is a book that focuses on drawings, usually with a small amount of text attached. Its definition can be understood as a special kind of picture storybook in which words and pictures complement each other and work together to tell a story or convey specific emotions and themes. Picture books do not simply place pictures on paper, but tell stories by interweaving and interacting in different dimensions through the two mediums of painting and text. This form of books is not limited to children's books, but also includes readers of all ages, such as educational books and popular science content. The purpose of picture books is to inspire children's imagination and interest through the combination of pictures and images, while cultivating their language skills and taste for beautiful things. Although picture books are considered "books with pictures" in many cases, as an independent book form, they emphasize the internal relationship between pictures and texts, and both play an important role in storytelling, and sometimes pictures may play a leading role.

2. Chinese Traditional Culture

Chinese traditional culture includes philosophy, literature, folklore, Chinese traditional art (calligraphy, painting, music, dance, architecture, etc.), tea ceremony, food culture, etc., which refers to the unique Chinese culture that has evolved and developed on the basis of the Central Plains culture. After more than a thousand years of historical evolution of Chinese culture, it is said that there were Chao, Cheren, Fuxi, Shennong (Yan Emperor), Huang Emperor (Xuanyuan), Yao, Shun, Yu and other eras, to the establishment and development of the first country in China, Xia Dynasty, a China with a splendid culture, with rich and colorful cultural elements standing in the East of the world. At present, Chinese traditional culture is spreading to all parts of the world through the Internet and other ways.

3. Learning Achievement

Learning achievement refers to the learner's outcome after the learning process by using relevant test tools to measure factors such as cognitive, emotional and practical ability.

4. Effectiveness Index

Effectiveness index is the degree to which the information obtained in the assessment can effectively represent the assessment object. The degree to which the Effectiveness index, content, evaluation criteria and evaluation methods of the index reflect the accuracy and stability of the evaluation results. That is, the degree to which the information obtained in the assessment can effectively represent the assessment object.

Research Methodology

The research objects of this study include about 200 students from 5 classes of Sichuan Vocational College of Health and Rehabilitation in the first semester of 2023. The sample of this study is 40 students in one of 5 classes. They were students of researchers working at the Sichuan Health Rehabilitation Vocational College in China. Secondly, they learn Chinese, history and politics in middle school, especially those who are liberal arts students. They have a certain traditional cultural foundation and can learn and read traditional cultural

courses, which is conducive to the development of picture book teaching and independent reading.

The procedures of this study are:

Step 1: The researchers formulated the questions in the pre-test, post-test and questionnaire according to the content of the picture book.

Step 2: The researcher's advisor and other experts in the field conducted a review of the pre-test, post-test and questionnaire.

Step 3: The pre-test was conducted on 40 selected students, and the test time was about one hour.

Step 4: The researchers used picture book teaching in the course of Chinese traditional culture to develop a course plan. This course plan was designed over a period of six weeks and was approved by the advisors of the researchers and experts in the field.

Step 5: The researcher arranges the class according to the teaching plan. A six-week traditional Chinese culture course was taught to students through picture book teaching to understand their learning outcomes. After that, they were assigned to complete post-test and questionnaire surveys. The test lasts about one hour.

The research instruments consisted of:

(1) Picture Books

Select the content related to calligraphy, painting, architecture and sculpture from the textbook of Traditional Chinese Culture, find out the corresponding pictures from the Internet, and put the corresponding text introduction.

(2) Pre-test and Post-test as Performance Assessment

Pre-test and post-test questions are the same. The test includes traditional Chinese arts, including calligraphy, painting, music, dance, architecture and so on. Students were asked to take a pre-test before learning through the picture book and a post-test after learning through the picture book.

Step 1: Three measurement and evaluation specialists working in the field of measurement and evaluation or education were asked to check for consistency between goals and items in the test. The resulting data were used to calculate the project Objective conformance Index (IOC).

Step 2: 40 students in the first grade of Sichuan Vocational College of Health and Rehabilitation were tested by the method of pre-test and post-test. A tested attempt to find the difficulty index, the discrimination index, and the reliability index of the achievement test. Using Kuder Richardson's K-R#20 formula, we found that the difficulty index should be between 0.2 and 0.8, the discrimination index should be 0.2 or higher, and the reliability should be 0.8 or higher.

Step 3: Through the application of picture books in the teaching of Chinese traditional culture course, we will use pre-test and post-test together with participants to explore their knowledge reserve before and after learning picture books.

(3) The Evaluation Form Regarding the Quality of Contents

Evaluation of the application of picture books to Chinese traditional culture course by three content experts to improve students' academic performance. Content experts working in the field of traditional Chinese culture are asked to check whether the content used in picture books is suitable for teaching Chinese traditional culture course.

The researcher has completed the following steps:

Step 1: The assessments in this study were developed to conform to the research hypothesis. It is therefore developed on the basis of the two theories used in this study. Studies have shown that using picture books in Chinese traditional culture course can improve students' academic performance. The questionnaire aims to measure experts' opinions on the teaching of Chinese traditional culture course through the use of picture books, so as to improve students' academic performance. This part is a closed questionnaire based on a five (5) point Likert type scale. Participants were asked to rate how much they agreed with each statement on a scale of numbers 1-5. The explanation for each number is as follows:

- 5 = Excellent
- 4 = Good
- 3 = Average
- 2 = Poor
- 1 = Very Poor

Step 2: Before attempting the assessment, three measurement and evaluation experts working in the field of measurement and evaluation or education were asked to check the appropriateness of the language used in the questionnaire. The resulting data were used to calculate the project Objective conformance Index (IOC).

Step 3: The assessment will be used by experts. Evaluate the content quality of picture books used in Chinese traditional culture course for content experts to improve students' academic performance.

(4) Questionnaire

This study adopts the method of questionnaire survey to understand students' learning situation through the application of picture books in Chinese traditional culture course, so as to improve students' academic performance. The researchers completed the following steps:

Step 1: The questionnaires in this study were prepared to conform to the research hypothesis. It is therefore developed on the basis of the two theories used in this study. Studies have shown that applying picture books to Chinese traditional culture course can improve students' academic performance. The questionnaire was designed to measure students' satisfaction with picture books. This part is a closed questionnaire based on a five (5) point Likert type scale.

Step 2: Before trying out the questionnaire, three measurement and evaluation experts working in the field of measurement and evaluation or education were asked to check the appropriateness of the language used in the questionnaire. The resulting data were used to calculate the project Objective conformance Index (IOC).

Step 3: Participants will use a questionnaire survey to explore their satisfaction with the learning of Chinese traditional culture course through the use of picture books.

Research Results:

The results of the implementation of the action are presented as the following:

1. The use of picture books by students of Sichuan Vocational College of Health and Rehabilitation is conducive to improving the t-test of individual differences in students' academic performance, and comparing students' academic performance before and after the test.

Table 1: Comparison of average scores before and after individual differences of students in Sichuan Vocational College of Health and Rehabilitation using picture books to learn Chinese traditional culture course

	n	\bar{X}	S.D	T-test	Df	Sig. (2-tailed)
Pre-test	40	62.63	6.44	-23.85	39	.000
Post-test	40	76.28	8.02			

*p<.05

As can be seen from Table 1, the average score of students who did not use picture books for teaching traditional culture course was 62.63 points, and the average score of the post-test was 76.28 points, The average scores of the two groups were different ($t=-23.85, p=.000$), indicating that the use of picture books for teaching Chinese traditional culture course in Sichuan Vocational College of Health and Rehabilitation had substantial optimization and improvement in improving students' academic performance.

2. To study the effectiveness of learning picture books in Sichuan Vocational College of Health and Rehabilitation to improve students' performance in learning Chinese traditional culture course as shown as Table 2.

Table 2: The effectiveness of learning picture books in Sichuan Vocational College of Health and Rehabilitation

Number of questions	100
Number of students	40
P1 (Summation score of pre-tests)	2505
P2 (Summation score of posttests)	3051
Total (Number of questions x Number of students)	4000
Effectiveness of cognitive score	0.3652
Cognitive improvement (%)	36.52

Table 2 shows that, the students had a 36.52 percent of cognitive score improvement.

3. Evaluation by three content experts on the effectiveness of learning results in the use of picture books in Chinese traditional culture course.

Table 3: Evaluation results of three content experts on the learning performance of picture books in Chinese traditional culture course

Assessment	\bar{X}	S.D	Result
1. Picture book is good for stimulating interest in learning	4.83	0.59	Excellent
2. Using picture book is easy to understand	4.73	0.59	Excellent
3. Picture book has clear pictures	4.73	0.58	Excellent
4. The content of the picture book is suitable for the cultural curriculum	4.68	0.58	Excellent
5. The picture content of the picture book is consistent with the course	4.57	0.58	Good
6. Picture book looks good, not complicated	4.53	0.58	Good
7. Picture book enable everyone to understand the cultural content more deeply	4.53	0.57	Good
8. The picture book is clear and easy to understand	4.53	0.57	Good
9. Use picture book teaching to promote development and innovation	4.37	0.58	Good
10. Picture book is related to the course content	3.02	1.73	Normal
Total	4.33	0.66	Good

As can be seen from Table 3, three content experts evaluated the learning performance of using picture books in Chinese traditional culture course. Overall quality is good ($\bar{X}=4.33$, S.D=0.66). The use of picture books in Chinese traditional culture course is conducive to the output of cultural course, easy to understand, and stimulate students' interest in learning. At the same time, the pictures are clear and beautiful, and the experience is good. ($\bar{X}=4.33$, S.D=0.66).

4. To study the satisfaction of students in Sichuan Vocational College of Health and Rehabilitation in learning Chinese traditional culture course through picture books.

The researchers conducted a questionnaire survey on 40 first-year college students in Sichuan Vocational College of Health and Rehabilitation to explore the students' satisfaction in learning Chinese traditional culture course through picture books.

Table 4: Students' satisfaction with the use of picture books in Sichuan Vocational College of Health and Rehabilitation

Assessment	\bar{X}	S.D	Result
1.Overall satisfaction of learning cultural course through picture book is improved.	4.86	0.51	Highest
2.Picture book length is appropriate, will not make people's concentration of learning fatigue.	4.69	0.63	Highest
3.Picture book experience is good, deep memory.	4.66	0.63	Highest
4.Picture book can be easily applied after learning the course.	4.62	0.81	Highest
5.Picture book use improves academic performance.	4.61	0.80	Highest
6.The combination of picture book and traditional classroom teaching can achieve the most valuable learning effect.	4.55	0.62	Highest
7.The content of the picture book is clear and easy to understand, which helps to better understand the course knowledge.	4.43	0.77	High
8.The picture quality and technical level of picture book need to be improved.	4.43	0.72	High
9.The interspersed form of picture book in the cultural course arouses interest.	4.43	0.72	High
10.Picture book can stimulate the demand for learning resources of Chinese traditional culture course.	4.33	0.71	High
Total	4.58	0.67	Highest

As can be seen from Table 4, the evaluation results of students' satisfaction with the use of picture books in Chinese traditional culture course show that the study on the use of picture books in Chinese traditional culture course in Sichuan Vocational College of Health and Rehabilitation is conducive to students' learning, and the overall satisfaction of students is very consistent. When considering each project, it is found that learning Chinese traditional culture course through picture books can stimulate students' creativity and learning interest, which is very consistent. Learning Chinese traditional culture course through picture books creates a good atmosphere (\bar{X} =4.58, S.D=0.67).

Conclusion

1. Taking Sichuan Vocational College of Health and Rehabilitation as an example, the average score of students who did not use picture books to teach Chinese traditional culture course in this study was 62.63 points, and the average score of the post-test was 76.28 points, and the average score of the two groups was compared by $P < .05$. It can be concluded that the use of picture books in teaching Chinese traditional culture course in Sichuan Vocational College of Health and Rehabilitation is conducive to improving students' academic performance. This may be because the use of picture books to teach Chinese traditional culture course has substantial improvements in improving students' academic performance.

2. The effectiveness of learning picture book in Sichuan Vocational College of Health and Rehabilitation to improve students' performance in learning Chinese traditional culture course was studied. The results show that the students had a 36.52 percent of cognitive score improvement. The difficulty coefficient of the examination paper is 0.76, which indicates that the students' answers can truly reflect the students' mastery of traditional culture course under the condition of using picture book.
3. The study performance of picture book application in Chinese traditional culture course of Sichuan Vocational College of Health and Rehabilitation was evaluated. The results show that the mean value of the overall score is $\bar{X}=4.33$, and the standard deviation is 0.66, indicating that the application of picture books in Chinese traditional culture course is conducive to promoting students' understanding of curriculum knowledge and the output of cultural course content.
4. This paper studied the satisfaction of 40 first-year college students in Sichuan Vocational College of Health and Rehabilitation in learning Chinese traditional culture course through picture books. The results show that the mean value of the test score is $\bar{X}=4.58$, and the standard deviation is 0.67, which indicates that students are more satisfied with the use of drawing to learn Chinese traditional culture course, and can stimulate students' interest in learning to a certain extent.

Discussion

Although this study has made some preliminary findings through empirical research, there are still some shortcomings that need to be improved in future research:

1. In terms of sample, due to the influence of funds, manpower and other factors, this study could not strictly follow the stratified sampling method when conducting questionnaire survey, resulting in unbalanced distribution of some demographic variables in the sample, which may affect the representativeness of the sample to some extent. The next step is to expand the sample size and draw more general conclusions.
2. This study only conducted a horizontal study without longitudinal follow-up investigation, and the cross-sectional data cannot be used to explain the causal inference relationship. In the future research, the relationship between variables can be clarified through longitudinal investigation, and the reasons for students' differences in using drawing books to learn Chinese traditional culture course can be discussed and analyzed in detail and depth.
3. The study performance before and after the test was conducted to understand the influence of picture book learning on improving students' performance in Chinese traditional culture course. The results show that the application of picture books to

Chinese traditional culture courses can improve students' performance in learning Chinese traditional culture courses. The mean pretest score was 62.63 and the standard deviation (S.D.) score was 6.44. After using picture books to improve students' learning of Chinese traditional culture course to improve their academic performance, students' academic performance was significantly improved, which was translated into an average score of 76.28 and a standard deviation (S.D.) of 8.02 in the post-test, as well as a T-test analysis of 23.85 before and after treatment, indicating that the use of picture books in teaching can help stimulate students' learning interest in Chinese traditional culture course. And improve academic performance. The questionnaire was used to analyze and compare the students' satisfaction in learning Chinese traditional culture course with picture books. The results of this experiment are consistent with those of Song Yu (2023). This study believes that illustration is an important part of books, and illustrated books are conducive to improving the quality of books. Therefore, we should pay attention to the role and value of illustrations, explore the generation mechanism of illustrations and the relationship between illustrations and texts, and further promote the high-quality development of illustrations. This study is consistent with the results of Liu Dan et al. (2023). The study holds that illustration is an easy way for students to accept, and the operation of illustration in teaching materials can make the course more interesting and friendly, and also help students improve the understanding of teaching materials, which carries the interest and beauty of knowledge, and has important value and significance.

Suggestions

1. Create Good Conditions for Teachers to Use Picture Books for Teaching

First, schools should provide excellent teaching environment for teachers. First of all, schools should provide teachers with a broad sense of space and encourage college teachers to actively innovate teaching methods and use various course and teaching resources. Secondly, schools should be able to put consciousness into action, effectively reduce the burden for teachers, so that teachers can apply more energy to teaching. On the one hand, the division of duties and responsibilities of the school should be clarified, and the administrative affairs should be undertaken by full-time personnel, reducing the task levels and the transactional work of teachers, so that teachers can have more sufficient time to study teaching. On the other hand, teachers can devote more time and energy to their own lesson preparation. With sufficient time, teachers are more able to work hard in their own work, and then implement the use of teaching resources in every place.

Second, we will deepen the teaching and training of teachers. Teacher training is a kind of continuing education for in-service teachers, which mainly includes collective observation and mutual discussion. First of all, schools can form a support group of "promoting the new with the old", select teachers with senior teaching age and rich teaching experience, let them become teaching models, learn how the old teachers make use of explicit teaching resources such as picture books, and then transfer them to their own teaching. Secondly, experienced teachers lead new young teachers to carry out "collective lesson preparation" activities. Study the syllabus, textbooks, teachers' guidebooks together, analyze the learning situation, make teaching plans, etc.

2. Teachers Reshape the Cognitive Concept of Textbook Picture Book

(1) Establish the awareness of giving priority to using textbook picture book

Teachers' awareness of giving priority to the use of picture book in textbooks means that the relationship between pictures in textbooks and pictures outside textbooks must be dominated by pictures in textbooks and supplemented by pictures outside textbooks. In the teaching of Chinese traditional culture course, teachers should give priority to using pictures in textbooks as teaching resources to teach students new knowledge and arouse students' learning consciousness. It is worth noting that teachers should first read the explanation and hints of the pictures in the teacher reference book when preparing the lesson. If they can meet the needs of teachers, they can directly learn from and use them; If you can't meet the needs of teachers, you can also search for more information about the pictures in this lesson according to the prompts on the teaching staff, and then internalize them into your own products, and then deliver the language to students.

(2) Correctly grasp the relationship between pictures and text

Teachers need to correctly grasp the relationship between pictures and words. On the whole, especially for college students, teachers need to teach students how to read, have an overall grasp of the center of the article, and understand the deeper meaning behind the article, etc. However, teachers should not completely ignore the existence of pictures in textbooks, making them lose their teaching function, and use picture books for the purpose of using picture books. The specific use situation should also be analyzed by teachers according to the actual situation. When the understanding of students is not very good or the learning difficulty is a little bit, the teacher can use the picture book to consider how to use the picture book according to the text content and the actual needs of students.

(3) Improve teaching skills using textbook pictures

In order to obtain teaching resources with high quality and suitable for teaching content, teachers can browse more websites with high evaluation, avoid making arbitrary selection for saving time and effort, and select the courseware that is most appropriate for the teaching content of the unified compilation edition from multiple courseware resources. They should also pay attention to whether pictures in textbooks are used and whether the links and methods of use are appropriate. Finally choose one or two best quality courseware as teaching resources. At the same time, teachers should improve the technology of software operation such as PowerPoint and Shiwo whiteboard APP, watch more videos, and use spare time for practical operation training. If the pictures in the multimedia courseware coincide with those in the textbook, the teacher only needs to make appropriate additions and deletions; if the picture in the textbook is not used in the courseware, the teacher must search, insert and edit the picture again.

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