The Impact of Picture Book Teaching in Kindergartens on Preschool Children's Social Communication Skills

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Abstract. The preschool period is a crucial stage for the development of children's social communication skills, and the level of these skills is directly related to an individual's future social adaptation and mental health. As an important form of kindergarten education, picture book teaching, with its characteristic of integrating pictures and texts, carries rich social situations and emotional experiences, providing a unique carrier for children's social learning. This study adopts a literature analysis method to systematically sort out domestic and foreign research on kindergarten picture book teaching and preschool children's social communication skills, covering the two's core connotations, influence mechanisms, and practical paths. The research finds that existing achievements have confirmed the positive role of picture book teaching in children's social skills, such as language expression and emotional understanding, but there are deficiencies in aspects such as age-specific picture book adaptation standards and the long-term effectiveness of teaching intervention. This study aims to integrate existing research results, clarify future research directions, and provide theoretical support for optimizing the practice of kindergarten picture book teaching.

Keywords: Kindergarten picture book teaching; Preschool children; Social communication skills; Age-specific adaptation.

1. Introduction

1.1. Research Background

Early childhood development is the cornerstone of the national education system. Among them, social communication skills, as the core element of social development, not only affect the quality of peer interaction in the preschool period but also play a foundational role in an individual's lifelong interpersonal relationships, emotional regulation, and social integration. Preschool children (aged 3-6) are in a stage of rapid brain development, cognitive level, and social experience, and their social patterns have strong plasticity. Educational intervention during this period has a significant effect on ability cultivation. As an educational resource that integrates visual symbols, language information, and emotional narratives, picture books can reduce the difficulty for children to understand abstract social rules through concrete social scenarios (such as sharing, cooperation, and conflict resolution) and become an important link connecting cognitive development and social cultivation.

This study focuses on the core theme of "the impact of kindergarten picture book teaching on preschool children's social communication skills", takes 3-6-year-old preschool children as the research object, and uses the literature analysis method to integrate relevant research systematically. Currently, academic research on picture book teaching mostly focuses on teaching strategies and the cultivation of single abilities (such as language expression), while the discussion on social communication skills focuses on dimension division and influencing factors. Although the research on the correlation between the two has confirmed a positive role, there is a lack of in-depth analysis of key issues such as age-specific teaching and long-term mechanisms. Therefore, in-depth exploration of the internal connection between kindergarten picture book teaching and preschool children's social communication skills is of great significance for optimizing the practice of picture book teaching and promoting the all-around development of children.

Based on this, this study puts forward the following questions:

1. What are the differences between the development characteristics of social communication skills and the needs for picture book teaching among preschool children of different age groups?
2. What are the core elements of the existing mechanisms (such as situational simulation and interactive guidance) through which picture book teaching improves children's social communication skills?
3. How to construct a practical path of picture book teaching that considers both adaptability and long-term effectiveness?

The contributions of this study are as follows: Firstly, it systematically sorts out the research context of the relationship between the two and fills the theoretical gap in age-specific adaptation research. Secondly, it refines the core mechanisms of picture book teaching in promoting social skills, providing practical references for teachers. Thirdly, it provides direction guidance for subsequent empirical research and promotes the connection between theory and practice.

The study will first define core concepts and theoretical foundations, then analyze the achievements and deficiencies of existing research, and finally put forward targeted suggestions based on the research findings to provide support for optimizing kindergarten picture book teaching and promoting the development of children's social skills.

1.2. Literature Review

As a unique educational medium, picture books feature distinctive educational values and operational mechanisms. From the perspective of early childhood education, Du Junbi and Ju Qiuyu's study centers on picture book reading instruction. It first pinpoints the key factors for conducting such teaching and then puts forward targeted strategies for children's picture book reading activities. These approaches encompass various dimensions, such as the selection of picture book materials, the design of reading sessions, the application of teaching technologies, the diversification of reading forms, and the refinement of reading evaluation methods [1]. Kathryn L. Fletcher and Elaine Reese have established a conceptual model that underscores the interactive nature of picture book teaching. This model proposes that educators can build an educational "scaffold" through question-prompting, emotional responses, and other techniques. Within this supportive structure, young children engage in multi-faceted interactions with picture book contents, teachers, and classmates, thereby gradually developing their own comprehension of meanings [2]. Elif Songur Dag contends that picture books play a crucial role in shaping children's thought processes and inspiring their imagination. Based on semiotic theory, he emphasizes that in preschool picture books, the aesthetic significance and practical value of illustrations are on par with the textual content. Furthermore, the core concepts and emotional messages conveyed by the text are often reflected in the illustrations. In addition, the flexible use of body language in picture books, especially facial expressions, enables young children to gain more abundant emotional experiences and form a comprehensive grasp of different emotional states [3].

The social communication skills of preschool children constitute a dynamically developing multi-dimensional system, with key components including verbal communication, non-verbal communication, and the ability to understand and respond to emotions. Among these, verbal communication ability serves as the fundamental foundation. From the angle of language development, Zhang Xiaowei suggests that picture book teaching can enhance young children's language expression capabilities. He proposes specific methods like "deducing words from pictures" and "role-playing dialogues" to attain this objective [4].

The ability to understand and respond to emotions is the core of social communication. Young children need to learn to recognize both their own emotions and those of others, and then make appropriate reactions accordingly. LJHarper points out that the application of picture books can effectively improve children's social-emotional competence. This enhanced competence, in turn, enables young children to better understand and respond to others' emotions. For instance, it helps them become more attentive to changes in their peers' moods, such as noticing when a playmate feels sad because they are excluded from an activity and taking the initiative to involve that playmate [5].

Picture book teaching has a significant impact on the social communication skills of 4-5-year-old children. Jin Meng carried out 12-week experimental research on themed picture book teaching. The empirical findings of this study provide solid evidence for the association between picture book teaching and the development of children's social communication skills [6]. EM Ratnasari's research further expands the existing understanding of the relationship between picture book teaching and social communication skills. The study indicates that picture book teaching indirectly promotes the development of preschool children's social communication skills by improving their storytelling abilities. When children's storytelling skills are enhanced, they can communicate more smoothly with their peers in social contexts and participate more actively and effectively in group activities. This improvement in social interaction further confirms the positive effect of picture book teaching on fostering preschool children's social communication skills [7].

2. Characteristics of Kindergarten Picture Book Teaching

2.1. "Situational Concretization" of Teaching Carriers

Picture books take "picture-text coordination" as the core feature, transforming abstract social concepts (such as "sharing", "cooperation", and "respect") into concrete story scenarios and character behaviors, reducing children's cognitive load. For example, in the picture book "Sharing is Happy", through the plot of "the little bear sharing the cake with forest partners and finally gaining more friendships", children can intuitively understand the meaning and value of "sharing" instead of through the teacher's abstract explanation. This "concretized situation" conforms to the cognitive characteristics of preschool children who are mainly dominated by "concrete image thinking", enabling children to quickly integrate into the story and generate emotional resonance [3].

In addition, the situations in high-quality picture books have "life relevance"-the story scenarios (such as kindergartens, families, and parks) are highly consistent with children's daily life experiences. For example, the plots of "queuing to wash hands" and "taking turns to play on the slide" in the picture book "I am the Best in Kindergarten" can directly correspond to the daily activities in the kindergarten, helping children transfer the social behaviors in the picture books to real life [4].

2.2. "Multi-dimensional Coordination" of Teaching Interaction

2.2.1 Interaction between children and texts

Children conduct a "silent dialogue" with picture books by observing illustrations, listening to words, and predicting plots. For example, when reading "The Little Rabbit's New Friend", children will guess the little rabbit's nervous mood through its expression (frowning) and predict that it will make friends by "sharing carrots" through the details in the picture (the carrot in the little rabbit's hand). This interaction process can stimulate children's active thinking and improve their emotional recognition and logical reasoning abilities [8].

2.2.2 Interaction between children and teachers

In the "group discussion" and "role-playing" links of picture book teaching, children will communicate around the content of the story. For example, when performing "The Little Bear's Birthday Party" in groups, children need to negotiate role assignments (who plays the little bear and who plays the gift giver) and discuss the content of the dialogue. In this process, social behaviors such as "expressing opinions", "listening to others", and "negotiating and compromising" will naturally occur, which is a "practical exercise" of social skills [7].

2.2.3 Interaction between children and peers

In the "group discussion" and "role-playing" links of picture book teaching, children will communicate around the content of the story. For example, when performing "The Little Bear's Birthday Party" in groups, children need to negotiate role assignments (who plays the little bear and who plays the gift giver) and discuss the content of the dialogue. In this process, social behaviors

such as "expressing opinions", "listening to others", and "negotiating and compromising" will naturally occur, which is a "practical exercise" of social skills [7].

2.3. "Emotional Penetration" of Teaching Content

The core advantage of picture book teaching is to "move people with emotions" and subtly cultivate children's emotional understanding and empathy through the emotional changes of story characters. High-quality picture books will carefully present the emotional experiences of characters. For example, in "Grandpa Will Have a Way", Joseph's emotional change from "worrying about the blanket becoming smaller" to "happily discovering Grandpa's creativity", children will experience the emotional process of "worry-expectation-joy" along with the characters during reading. This "emotional involvement" can improve their sensitivity to emotional recognition [3].

In addition, the "emotional conflict and resolution" plots in picture books (such as the little turtle's change from "being afraid of entering the kindergarten" to "adapting to the group" in "The Little Turtle Goes to Kindergarten") can help children learn emotional regulation methods. Studies have shown that children who are exposed to such picture books for a long time are better at using the strategies in the picture books (such as thinking about "happy things" like the little turtle) to regulate their own negative emotions (such as separation anxiety). At the same time, they can better understand their peers' negative emotions and show more comforting behaviors [6].

2.4. "Flexible Adaptability" of Teaching Implementation

2.4.1 Flexible forms

Teaching forms include various types such as "collective reading", "group discussion", "picture book drama performance", "picture book creation", and "parent-child reading". For example, for 3-4-year-old children in the junior class, "collective reading + simple role-playing" (such as imitating the movements of picture book characters) is mostly used; for 5-6-year-old children in the senior class, "picture book creation" (such as continuing the ending of the story) or "thematic debate" (such as discussing "who did the right thing in the story") can be carried out [1].

2.4.2 Content adaptation

The content of picture books can be adjusted according to the teaching theme. For example, when focusing on "language expression", select picture books with rich dialogues (such as "The Little Bear's Friends"); when focusing on "emotional understanding", select picture books with distinct emotional changes (such as "FeiFei is Angry"); when focusing on "cooperation ability", select picture books with cooperative plots (such as "Good Friends") [9]. This "theme adaptability" enables picture book teaching to meet the social development needs of children accurately.

3. Characteristics of Social Communication Skills of Preschool Children of Different Age Groups

3.1. 3-4-year-old (Junior Class) Children: Transition from Egocentrism to Simple Interaction

3.1.1 Characteristics of language communication

3-4-year-old children are in the "critical period of language development", but their expressive ability is still limited. The main characteristics are as follows: Firstly, the expression form is mainly short sentences, mostly using simple sentences of 2-3 words, such as "I want to eat" and "play with building blocks", and it is challenging to describe events completely (for example, they cannot clearly explain "why they quarreled with peers"). Secondly, the content focuses on their own needs, and language expression mostly revolves around "self", such as "This is my toy" and "I want to play first", and they rarely pay active attention to peers' needs (such as not asking "What do you want to play?"). Thirdly, the understanding ability is limited. They can understand simple instructions (such as "Pass

me the book"), but their understanding of "indirect expression" (such as "Should we clean up the toys?") is weak, and they are prone to understanding deviations.

The survey by Zhang Xiaowei also shows that among 3-4-year-old children, only 42% can fully express "their own thoughts", and 35% can respond to peers' simple questions. The "initiative" and "integrity" of language communication need to be improved [5].

3.1.2 Characteristics of non-verbal communication

The non-verbal communication of children in this age group is mainly "passive imitation", with the following characteristics: Firstly, body movements are direct. They convey needs through movements such as "pulling, dragging, and pointing". For example, pulling a peer's hand to indicate "wanting to play together" and pointing at a toy to indicate "wanting it", lacking polite non-verbal behaviors such as "waving to say hello" and "nodding to agree". Secondly, facial expressions are highly consistent with emotions. They laugh when happy and frown when angry, but it is difficult for them to control their expressions (for example, they still cry when trying to hide their sadness). Thirdly, there is little eye contact. When interacting with peers, their eyes mostly focus on "objects" (such as toys) rather than the peer's face, making it difficult to convey "attention" or "request" signals through eye contact.

3.1.3 Characteristics of emotional understanding and response

Emotional understanding is limited to "basic emotions", and the response methods are single, mainly manifested as follows: Firstly, the range of emotional recognition is narrow. They can accurately recognize three basic emotions: "happy", "sad", and "angry", but cannot recognize complex emotions such as "jealousy" (such as being unhappy when seeing a peer praised) and "grievance" (such as the emotion when being misunderstood). Secondly, the response strategies are simple. When facing peers' negative emotions, they mostly adopt the response method of "directly giving items" (such as handing a candy to a crying peer), and rarely use "language comfort" (such as "Don't be sad") or "behavioral company" (such as sitting with the peer for a while).

3.2. 4-5-year-old (Middle Class) Children: Deepening Peer Interaction and Ability Improvement

3.2.1 Characteristics of language communication

The language expression ability of 4-5-year-old children is significantly improved, entering the "period of social language development". The characteristics are as follows: Firstly, the integrity of expression is enhanced. They can use sentences of 4- 5 words to describe simple events completely (such as "I played on the slide with Xiaoming, and he accidentally fell") and begin to use logical conjunctions such as "because... so...". Secondly, the content shifts to "interactivity". They actively use "request", "share", and "invitation" languages (such as "Shall we play puzzles together?" and "I'll tell you a secret"), and the "peer-orientation" of language communication is significantly enhanced. Thirdly, the understanding ability is expanded. They can understand "indirect instructions" (such as "There are building blocks on the ground, what should we do?") and adjust their own behaviors according to peers' language (such as changing the game proposal when hearing a peer say "I don't want to play this").

The experimental data of Jin Meng show that after picture book teaching, the "interactivity" of language expression of 4-5-year-old children is improved most significantly, and the frequency of actively initiating peer dialogue increases by 50% compared with that before the intervention [7].

3.2.2 Characteristics of non-verbal communication

Non-verbal communication shifts from "passive imitation" to "active application", with the following characteristics: Firstly, body movements are diversified. In addition to "pulling and pointing", they begin to use polite and functional movements such as "waving to say hello", "hugging to comfort", "nodding to agree", and "shaking the head to refuse". They can use body language to assist expression (such as gestures indicating "come on"). Secondly, the ability to "interpret and

imitate" facial expressions is improved. They can judge peers' emotions through their facial expressions (such as frowning and pouting) and imitate the "expression management" of characters in picture books (such as trying to take a deep breath when wanting to get angry). Thirdly, the initiative of eye contact is enhanced. When interacting with peers, the time of eye contact increases, and they can convey "attention" (such as looking at the other person's eyes when listening carefully to peers) or "help" (such as looking at peers when encountering difficulties) signals through eye contact.

3.2.3 Characteristics of emotional understanding and response

Emotional understanding expands to "complex emotions", and response strategies begin to be enriched, mainly manifested as follows: Firstly, the range of emotional recognition is expanded. They can recognize complex emotions such as "jealousy", "grievance", and "shyness". For example, they can point out that "Xiaohong is unhappy because the teacher praised Xiaogang, which is jealousy". Secondly, the response methods are diversified. In addition to "giving items", they begin to use "language comfort" (such as "Don't be sad, let's try again") and "behavioral help" (such as helping peers pick up fallen toys), but the "targetedness" of response strategies is still insufficient (such as using the same comfort method for all sad peers).

3.3. 5-6-year-old (Senior Class) Children: Cooperation and Negotiation and Strategy Optimization

3.3.1 Characteristics of language communication

The language communication ability of 5-6-year-old children tends to be mature, entering the "period of cooperative language development". The characteristics are as follows: Firstly, the fluency and logic of expression are strong. They can use complete long sentences to clearly describe complex events (such as "Today we built a castle in the construction area. At first, Xiaoming wanted to build a tower, and I wanted to build a city wall. Later, we discussed and decided to build the city wall first and then the tower") and skillfully use logical conjunctions such as "first... then... finally...". Secondly, the content focuses on "cooperation and negotiation". They actively use "suggestion", "division of labor", and "negotiation" languages (such as "We can divide the work like this: you build the house and I pave the road" and "If we all want to play with this toy, let's take turns to play, 10 minutes each") and can solve conflicts between peers through language (such as "It's not right for you to grab the toy just now; we should talk nicely"). Thirdly, the understanding ability is mature. They can understand indirect languages such as "humor" and "sarcasm" (for example, when a peer says "You are really 'great' to knock down all the building blocks", they can tell it is a criticism) and adjust their language expression according to the context (such as using simpler words when talking to younger children in the junior class).

3.3.2 Characteristics of non-verbal communication

Non-verbal communication has "initiative" and "strategic nature", with the following characteristics: Firstly, the "social function" of body movements is strengthened. They can use complex body language to meet social needs, such as "thumbs up" to express praise, "waving hands" to express refusal, and "making faces" to express jokes. The "coordination" between body movements and language expression is high (such as matching the fist-clenching movement when saying "come on"). Secondly, the "regulation ability" of facial expressions is improved. They can adjust their facial expressions according to social situations (such as smiling and saying "willing to try" even if they don't like a certain game) to avoid peer conflicts caused by inappropriate expressions. Thirdly, the "initiative" of non-verbal communication is prominent. They can actively initiate or maintain social interaction through non-verbal signals, such as inviting peers to join the game with eyes and gestures, and nodding to encourage peers to continue speaking.

3.3.3 Characteristics of emotional understanding and response

Emotional understanding covers "mixed emotions", and response strategies have "targetedness", mainly manifested as follows: Firstly, emotional recognition is precise. They can understand "mixed emotions" (such as "Xiaoming is happy to get a new toy but also worried that the old toy will be thrown away, so he is a little sad"). They can analyze the causes of emotions (such as "Xiaohong is angry because Xiaogang broke her painting"). Secondly, the response strategies are personalized. They can choose response methods according to the peer's personality and the cause of the emotion. For example, for "introverted peers", they will comfort them in a soft voice; for "lively peers", they will distract their attention with games; for "peers who are sad because of difficulties", they will take the initiative to provide help (such as "I'll teach you how to put this puzzle together").

4. The Specific Impact of Kindergarten Picture Book Teaching on Preschool Children's Social Communication Skills

4.1. Impact on Language Communication Ability

4.1.1 Enrich vocabulary and improve the integrity of expression

Picture books contain a large number of "social vocabulary" related to children's lives (such as "share", "cooperate", "apologize", and "invite"), and help children remember through repeated appearance (such as "together" and "help" appear many times in "Good Friends"). The research by Zhang Xiaowei shows that after 16 weeks of picture book teaching, the social vocabulary of young children increases by 40% compared with the control group, and they can actively use this vocabulary in daily communication [5].

At the same time, the "complete narrative structure" (beginning-development-climax-ending) of picture books provides a "model" for children's language expression. For example, after reading "The Little Bear's Birthday Party", children will imitate the narrative logic of the story and fully express "Today is my birthday. My mother bought a cake. My friends came to my house. We sang and ate the cake together. I am very happy". This imitation can significantly improve the "integrity" and "logic" of language expression [9].

4.1.2 Stimulate the initiative of expression and promote interactive communication

The "suspense plots" (such as the little rabbit constantly asking "How much do I love you?" in "Guess How Much I Love You") and "dialogue designs" (such as questions and answers between characters) in picture books can stimulate children's desire to express. Teachers further guide through "open-ended questions" (such as "If you were the little rabbit, how would you express your love?"), making children shift from "passive listening" to "active expression".

In the group reading session, children need to share their understanding of the picture book (such as "I think the little bear should first ask Xiaoming if he wants to play with the toy"). This sharing will trigger interaction between peers (such as "I disagree; the little bear should apologize first"), promoting the interactive cycle of "expression-listening-response". The experiment by Jin Meng confirms that after picture book teaching, the frequency of middle-class children actively initiating peer dialogue increases by 50%, and the time spent listening to peers' speeches increases by 30% [7].

4.1.3 Differences in age-specific impact

For 3-4-year-old junior class children, the main focus is on improving "vocabulary" and "simple expression ability", such as being able to say words like "share" and "thank you" and fully express "I want to share toys with Xiaoming". For 4-5-year-old middle-class children, the focus is on improving "expression initiative" and "interactivity", such as actively inviting peers to "Let's tell picture book stories together" and being able to respond to peers' views, "I think what you said is wrong; the little bear ran away because he was afraid". For 5-6-year-old senior class children, the focus is on improving "expression logic" and "negotiation ability", such as being able to clearly express "We should first choose the picture book, then assign roles, and finally perform" and being able to resolve

conflicts through language negotiation "If you want to perform first, then I will be responsible for the narration first, and next time you will be the narrator and I will perform".

4.2. Impact on Non-verbal Communication Ability

4.2.1 Improve the ability to recognize non-verbal symbols

The "non-verbal symbols" (body movements, facial expressions, eyes) in picture book illustrations are important learning materials for children. The research by Elif Songur Dag finds that long-term reading of picture books containing rich non-verbal symbols can increase children's recognition accuracy of "facial expressions" by 28% and their understanding ability of "body movements" by 35% [3]. For example, children can recognize the "angry" emotion by observing FeiFei's "waist-hugging and frowning" movements in "FeiFei is Angry"; they can understand "approval" and "care" through Grandpa's "nodding and smiling" expressions in "Grandpa Will Have a Way"

4.2.2 Promote the imitation and transfer of non-verbal behaviors

The non-verbal behaviors in picture books are "imitable", and children will actively imitate the movements and expressions of characters and transfer them to real social interactions. The observation research by Yu, X. shows that after reading "Good Friends", children will imitate the movements of "holding hands to walk" and "hugging to say goodbye" of the characters in the book, and the frequency of actively holding hands and hugging with peers in daily activities increases by 40% [8].

Teachers further strengthen this imitation behavior through "role-playing" activities (such as letting children imitate the movements and expressions of picture book characters). For example, when performing "The Little Bear's Birthday Party", children will imitate the "little bear clapping happily" and "the little rabbit bowing shyly". After repeated practice, these behaviors will be internalized into children's daily non-verbal communication methods.

4.2.3 Differences in age-specific impact

For 3-4-year-old junior class children, they mainly learn basic non-verbal behaviors through "passive imitation", such as imitating picture book characters to "wave to say hello" and "nod to agree", but the "initiative" of application is insufficient. For 4-5-year-old middle-class children, they can "actively apply" non-verbal behaviors to assist communication, such as using "eye contact" to express attention and "thumbs up" to express praise, and can adjust their behaviors according to peers' non-verbal signals (such as stopping making noise when seeing a peer frown). For 5-6-year-old senior class children, they can use non-verbal behaviors "strategically", such as using "waving hands" to express polite refusal (avoiding directly saying "no" to hurt peers' feelings) and "frowning + shaking the head" to express strong opposition, and the "social function" of non-verbal behaviors is significantly enhanced.

4.3. Impact on Emotional Understanding and Response Ability

4.3.1 Expand the scope of emotional cognition and improve recognition accuracy

Picture books help children recognize more types of emotions through the "detailed presentation of character emotions". For example, "My Mood Monster" concretizes emotions such as "happy, sad, angry, calm, and scared" into monsters of different colors, enabling children to understand "complex emotions intuitively"; "Kaikai's Troubles" helps children recognize the "jealousy" emotion through the plot of Kaikai "being unhappy when seeing peers playing with others".

The research by LJ Harper confirms that children who read such picture books can recognize3times more types of emotions than the control group, and the recognition accuracy of "mixed emotions" (such as "happy but a little sad") increases by 50% [6]. At the same time, the "explanation of emotional causes" in picture books (such as "FeiFei is angry because her mother doesn't let her play") can help children understand the connection between emotions and events and improve the "depth" of emotional recognition.

4.3.2 Enhance emotional empathy and stimulate the willingness to respond

Picture books' "storytelling nature" enables children to "integrate into the role" and experience the character's emotions, thereby generating empathy. For example, when reading "The Little Turtle Goes to Kindergarten", children will feel nervous because the little turtle "is afraid of entering the kindergarten" and happy because the little turtle "makes friends". This "emotional involvement" can enhance their empathy for peers' emotions.

Studies have shown that after picture book teaching, the proportion of children who take the initiative to pay attention when seeing peers crying increases by 60% compared with the control group. The improvement of empathy directly stimulates their "willingness to respond to peers' emotions" [6].

4.3.3 Enrich response strategies and improve response targetedness

The "emotional response examples" in picture books provide children with referenceable response strategies. For example, in "Small Methods to Comfort Friends", the characters comfort sad peers through "listening", "hugging", and "helping solve problems", and children will imitate these strategies; in "Xiaoming's Good Idea", Xiaoming helps peers regulate their emotions through "distracting attention" (taking sad peers to play games), and children will learn this "indirect response" strategy.

The research by EM Ratnasari finds that children who read such picture books can use4more strategies than the control group when responding to peers' emotions, and can choose appropriate strategies according to the type of peers' emotions (such as first comforting the emotions of "angry peers" and taking the initiative to provide help to "sad peers") [10].

4.3.4 Differences in age-specific impact

For 3-4-year-old junior class children, the main focus is on improving the recognition ability of "basic emotions" (happy, sad, angry), and the response methods are mainly "simple comfort" (such as handing over toys and saying "Don't cry"). For 4-5-year-old middle-class children, they can recognize "complex emotions" (jealousy, grievance), and the response strategies expand to "language comfort" and "behavioral help", but the targetedness is still insufficient (such as using "handing over toys" for all sad peers). For 5-6-year-old senior class children, they can recognize "mixed emotions" and respond "personally" (such as using a soft voice to comfort "introverted peers" and using games to distract the attention of "lively peers"), and the "strategic nature" and "targetedness" of responses are significantly improved.

5. Strategies

5.1. Scientifically Select Picture Books, Focusing on Age-specific Adaptation and Social Goals

Picture book selection is the foundation of teaching effectiveness and needs to be combined with children's age characteristics and social ability development needs. For 3-4-year-old children, picture books with bright illustration colors, simple plots, and clear emotional clues (such as "Faces, All Kinds of Faces") should be selected to help them recognize basic emotions and simple social language;4-5-year-old children can read picture books that include peer interaction and simple conflicts (such as "The Joy of Sharing") to cultivate cooperation and polite communication skills;5-6-year-old children are suitable for picture books with complex plots and involving diverse social situations (such as "Learning to Make Friends") to guide them to learn conflict resolution and perspective-taking [6]. In addition, Aygul Ayguna and Oya Abacı emphasize that picture book illustrations should conform to children's cognitive levels, avoid abstract or ambiguous pictures, and ensure that children can accurately understand non-verbal signals [4]; Du Junbi and Ju Qiuyu also suggest that picture books should be selected from the perspective of young children, and priority should be given to content with themes close to children's lives (such as kindergarten games and family interactions) to enhance children's sense of involvement and resonance [1].

5.2. Optimize Teaching Implementation and Construct a "Interaction-Transfer" Dual-link Model

Teaching implementation needs to break through the "single reading" model and be divided into two core links: "interactive understanding" and "scene transfer". In the "interactive understanding" link, teachers can refer to the "scaffolding guidance" strategy of Kathryn L. Fletcher and Elaine Reese and promote children's thinking through three types of questions: first, emotional recognition questions (such as "Why is the little pig blushing?"); second, behavior analysis questions (such as "Will the little rabbit be happy if the little cat does this?"); third, strategy discussion questions (such as "If you were the little bear, how would you make your friend not angry?") [2]. At the same time, peer discussions should be organized to let children share different views, such as "Some people think we should apologize, and some think we should give gifts. Which method is better?" to cultivate expression and listening abilities. In the "scene transfer" link, teachers need to design real scenarios matching the theme of the picture book. For example, after reading "Cooperative Building Blocks", let children complete the task of "building a castle" in groups and guide them to use the "division of labor" and "help-seeking" skills learned in the picture book; EM Ratnasari) also points out that encouraging children to retell or continue to compile picture book stories can help them transform the social strategies in the book into their own language and improve their expression ability in real interactions [7].

5.3. Improve Evaluation and Feedback, Focusing on Process-oriented and Personalized Development

Evaluation and feedback need to avoid "result-orientation" and focus on the process-oriented improvement of children's social communication skills. In terms of evaluation content, it should cover three dimensions: language expression (such as whether they can clearly explain their needs), emotional response (such as whether they can pay attention to peers' emotions and make appropriate responses), and peer interaction (such as whether they can take the initiative to cooperate and resolve conflicts) [6]. In terms of evaluation methods, a combination of "observation records + children's self-evaluation" can be adopted: teachers record changes in children's social behaviors through daily activity observations (such as free play time after picture book classes), for example, "Child A has changed from refusing to share to taking the initiative to propose 'taking turns to play'"; at the same time, guide children to conduct self-evaluation with simple language, such as "Today, when you read books with children, did you listen carefully to others?", to cultivate their self-reflection awareness. In addition, Lin Tao and Pan Duoling suggest that the evaluation results should be timely fed back to teachers and parents. For example, teachers adjust the selection of picture books according to the evaluation (such as increasing picture books on relevant themes if children's conflict resolution ability is weak), and parents continue the social guidance in the picture books at home (such as discussing "Did you help your friends like the little bear today in the kindergarten?" after parent-child reading), forming a home-school collaborative educational force [11].

5.4. Ensure Long-term Effectiveness and Establish a "Continuous Follow-up + Resource Update" Mechanism

To avoid the short-term effect of teaching, a long-term guarantee mechanism needs to be established. On the one hand, kindergartens should formulate a "semester picture book teaching plan" to ensure the continuity of social themes. For example, the junior class focuses on "emotional recognition" in the first semester and "polite communication" in the second semester; the middle class focuses on "cooperation and sharing"; the senior class focuses on "conflict resolution and perspective-taking", forming a progressive ability training system [6]. On the other hand, update picture book resources regularly. Combined with the research conclusions of Neitzel, pay attention to children's family backgrounds and interest characteristics, and supplement picture books with diversified themes (such as "Good Friends from All Over the World" involving peer interactions of different cultural backgrounds) to avoid children's interest decline due to single picture book content [12]; at

the same time, teachers need to participate in picture book teaching training regularly to learn the latest guidance strategies, such as how to use digital technologies (such as animated picture books and interactive whiteboards) to enhance the fun of teaching and improve the long-term teaching effect [1].

6. Conclusion

Through literature analysis, this study finds that kindergarten picture book teaching, with its characteristics of situational concretization and multi-dimensional interaction, significantly impacts preschool children's social communication skills. In terms of language communication, it can enrich children's vocabulary and improve the initiative and logic of expression; in terms of non-verbal communication, it can enhance children's ability to recognize and use non-verbal symbols; in terms of emotional understanding and response, it can expand the scope of emotional cognition, enhance empathy, and enrich response strategies. Moreover, this impact has age-specific differences: the junior class focuses on cultivating basic abilities, the middle class strengthens interactive skills, and the senior class optimizes negotiation and strategy application abilities. At the same time, existing research has problems, such as the lack of age-specific picture book adaptation standards and insufficient long-term effectiveness of teaching interventions. Therefore, it is necessary to optimize picture book teaching from aspects such as scientific book selection, optimized teaching implementation, improved evaluation and feedback, and establishing a long-term mechanism to better promote the development of children's social communication skills.

This study systematically sorts out the correlation between picture book teaching and children's social communication skills, fills the theoretical gap in age-specific adaptation research, provides practical references for teachers, and also provides direction guidance for subsequent empirical research, which is conducive to promoting the optimization of kindergarten picture book teaching practice and the all-around development of children.

Future research can further explore the specific adaptation indicators of age-specific picture books, conduct long-term follow-up experiments to verify the long-term effectiveness of teaching intervention, and also combine digital technologies to innovate the form of picture book teaching, so as to more accurately and efficiently exert the role of picture book teaching in promoting preschool children's social communication skills.

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