

## Research on Library Picture Book Reading Promotion Services for Preschool Children from the WSR Perspective (Postprint)

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### Abstract

[Purpose/Significance] Preschool children's picture book reading service constitutes a crucial component of children's library services. Conducting comprehensive investigations and analyses of the reading promotion service status of both children's libraries and private picture book libraries, and formulating targeted recommendations, holds significant importance for enhancing the service quality of preschool children's picture book reading promotion. [Method/Process] This study introduces the "Physical-Logical-Human" (WSR) system methodology to construct a library picture book reading promotion service model oriented toward preschool children, performs questionnaire surveys and comparative analyses on public libraries (represented by Hefei Children's Library) and certain private picture book libraries, and finally proposes targeted countermeasures and suggestions. [Results/Conclusion] The survey results indicate that public libraries possess advantages such as large collection volumes and rich activity content; however, private picture book libraries demonstrate superior performance in geographical location, shelving structure, and lending services. It is recommended that library picture book reading services for preschool children should optimize picture book collections and digital reading formats at the physical level, improve reading environments, borrowing experiences, and thematic activities at the logical level, and strengthen cooperation mechanisms and expert team building at the human level, thereby continuously enhancing the service quality and practical effectiveness of preschool children's picture book reading promotion.

## Full Text

# Research on Library Picture Book Reading Promotion Services for Preschool Children from the WSR Perspective

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### Abstract:

[Purpose/Significance] Picture book reading services for preschool children constitute a crucial component of children's library services. Conducting comprehensive investigations and analyses of reading promotion services in both public children's libraries and private picture book libraries, and proposing targeted recommendations, holds significant importance for enhancing the quality of picture book reading promotion services for preschool children. [Method/Process] This study introduces the "Wuli-Shili-Renli" (WSR) system methodology to construct a library picture book reading promotion service model for preschool children. Through questionnaire surveys and comparative analyses of public libraries (represented by Hefei Children's Library) and private picture book libraries, the research identifies current service conditions and proposes targeted countermeasures. [Result/Conclusion] Survey results indicate that public libraries possess advantages in collection size and activity diversity; however, private picture book libraries demonstrate superior performance in geographical accessibility, shelving structure, and lending services. The study recommends that libraries optimize picture book collections and digital reading formats at the physical level, improve reading environments, borrowing experiences, and thematic activities at the logical level, and strengthen cooperation mechanisms and expert team building at the human level to continuously enhance the service quality and effectiveness of preschool children's picture book reading promotion.

**Keywords:** WSR system methodology; preschool children; library services; picture book reading promotion

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Picture books, as 启蒙读物 (enlightenment reading materials) for preschool children, play a vital role in children's development. Since children at this stage cannot yet read characters and have not undergone systematic schooling, they possess innocent and playful personalities. Before entering primary school for formal education, picture book reading represents the best approach for cultivating reading interest, enhancing cognitive learning, and initially shaping correct values. As society continues to develop, China's cultural undertakings have gained increasing attention. The "National Reading '13th Five-Year' Development Plan" released at the end of 2016 explicitly states that safeguarding and promoting children's reading must be prioritized in national reading initiatives, fostering reading interest, habits, and abilities from an early age [1].

The wave of nationwide reading has encouraged broader participation in reading activities, including preschool children. Research indicates that ages 0-3

represent the optimal period for developing children's reading interest, while ages 3-6 constitute a critical stage for cultivating reading abilities [2]. Children's libraries play an important role in children's education and learning, not only providing abundant high-quality book resources but also emphasizing environmental construction and reading guidance services, dedicated to helping children experience reading 乐趣 (joy), develop reading habits, and improve reading abilities [3]. Many countries attach great importance to children's reading, organizing various activities or introducing relevant policies to promote such initiatives. As the world's first country to launch a "National Reading Year" campaign, the United Kingdom introduced the "Bookstart" program in 1992, advocating for parent-child reading—also the world's first national-level program providing reading guidance services for preschool children [4]. In 1989, the United States explicitly identified adolescents as important targets for reading promotion for the first time [5], subsequently enacting acts such as "No Child Left Behind" and "Every Student Succeeds," placing greater emphasis on reading among youth and especially children [6]. Japan held "Children's Reading Week" activities as early as 1959 [7], and around 2000 promulgated a series of legislations concerning children's reading, including the "Act on Promotion of Children's Reading Activities" and the "Basic Plan for Promotion of Children's Reading Activities" [8]. Singapore, which regards education as the foundation of national development, has formulated early reading plans for children aged 0-6, designating preschool children as important service targets of public libraries and providing them with reading guidance and assistance [9].

Currently, research on reading promotion services for preschool children primarily focuses on service targets [10], service scenarios [11], and parental influence [12], lacking comprehensive and multi-dimensional research perspectives. Introducing the "Wuli-Shili-Renli" (WSR) system methodology into research on library reading promotion services for preschool children, and skillfully configuring the three elements of physical, logical, and human aspects, may provide a comprehensive research perspective and holistic evaluation criteria. The WSR theory was initially proposed by Chinese systems science experts Professor Gu Jifa and Dr. Zhu Zhichang at the University of Hull in the United Kingdom in 1994. It serves as both a methodology and a tool for solving complex problems [13]. Yang Min et al. [14] first applied WSR to library management, proposing three management strategies for each dimension. Xiao Keyi et al. [15] drew on European and American university libraries to propose rational suggestions for promoting Chinese university libraries' participation in digital humanities education services using the WSR method. Current exploratory applications of WSR in the library field have primarily concentrated on university libraries and college student populations, with limited exploration of children's libraries and preschool children groups.

This study introduces the WSR system methodology to construct a library picture book reading promotion service model for preschool children, using Hefei Children's Library and certain private picture book libraries as samples to investigate the current status of picture book reading promotion services for preschool

children. Through analysis at the physical, logical, and human levels, the study identifies deficiencies in children's libraries' reading promotion services and proposes targeted recommendations, providing new ideas for better developing children's library picture book reading promotion services.

## **1 Construction of a Children's Library Picture Book Reading Promotion Service Model from the WSR Perspective**

Library reading promotion services refer to services that, based on the characteristics of the target audience, promote reading activities through various means and channels, enhance readers' reading interest and proficiency, and facilitate the dissemination and popularization of reading culture. Constructing a children's library picture book reading promotion service model based on the WSR system methodology requires analyzing various elements involved in the model from three levels: physical, logical, and human. This involves discussing picture book characteristics and reading formats, library information service types and service standards, and picture book reading service subjects, in order to conduct targeted investigation and analysis and propose countermeasures.

### **1.1 Physical Level Element Analysis**

From the physical perspective—that is, analyzing the characteristics of picture books themselves and reading formats—picture books are children's reading materials that reflect children's lives, featuring more pictures and fewer words. Picture books are characterized by vivid imagery, rich illustrations, and easy comprehension, making them deeply loved by preschool children. Picture book types are diverse, with main themes including language expression, artistic creation, scientific exploration, mathematical logic, health education, and social interaction. There are two primary reading methods: paper reading and digital reading. Compared with traditional paper reading, digital reading offers greater convenience and lower costs. Concurrently, various reading applications for children have emerged, such as “KaDa Story,” “BanYu Picture Books,” and “QianDu,” while some reading software has released children's versions, like Fan Deng's “Little Readers Academy” and Ximalaya's children's version. A comprehensive understanding of the characteristics of paper picture books and digital reading at the physical level can help promote the effectiveness of children's library picture book reading promotion services.

### **1.2 Logical Level Element Analysis**

The logical level primarily discusses the types and standards of information services in children's libraries. Information services provided by children's libraries mainly include book reading services, lending services, literature-related services, and reference consultation services. For the preschool children group, services primarily concentrate on reading services, lending services, and thematic activities. Reading services include picture book selection and procurement,

reading environment creation, etc.; lending services include borrowing method and system improvement, library card processing, etc.; thematic activities refer to reader services irregularly organized by public libraries around specific themes, such as environmental-themed picture book reading activities on Arbor Day. The overall quality of library information services is the prerequisite and foundation for conducting preschool children's picture book reading promotion services. Only by improving librarians' comprehensive qualities and enhancing the overall service level of libraries can we better meet children's reading needs and strengthen the effectiveness of picture book reading promotion services.

### 1.3 Human Level Element Analysis

The human level primarily focuses on the service subjects of picture book reading, analyzing the physiological characteristics and psychological needs of preschool children, as well as the behavioral manifestations of individual children with different characteristics in picture book reading, and the roles of parents and teachers. The physiological characteristics of preschool children mainly manifest as continuous and gradual maturation of brain and nervous system development, beginning to show curiosity about things, rich body language, and a fondness for imitation. Psychological characteristics mainly manifest as a preference for acquiring knowledge through personal experience and observation, dislike of abstract concepts and cognition, weak comprehension, strong ability to imitate and associate, easily distracted attention, and lack of patience [16]. In terms of picture book selection, individual children with different characteristics typically exhibit differences in behavioral manifestations during picture book reading. For example, active and extroverted children prefer adventure-themed picture books, while quiet and introverted children prefer emotional and life-themed picture books. Differences also exist between children and adults in picture book selection. For instance, children prefer fairy tales and picture books related to life experiences [17], focusing more on emotional experiences gained from picture books [18]; parents pay more attention to educational significance when selecting picture books; teachers typically choose matching picture books according to curriculum, emphasizing new experiential knowledge [17]. Since preschool children lack basic literacy skills, picture book reading usually manifests in the form of "parent-child shared reading." Therefore, at the human level, the influence of guardians and teachers must be fully considered.

### 1.4 Construction of the Children's Library Picture Book Reading Promotion Service Model

Through element analysis of children's library picture book reading promotion services at the physical, logical, and human levels, this study constructs a library picture book reading promotion service model for preschool children from the WSR perspective. The model includes three dimensions: physical, logical, and human. The physical dimension comprises two elements: picture book characteristics and reading formats; the logical dimension comprises three elements:

reading services, lending services, and thematic activities; the human dimension comprises three elements: children, parents, and teachers. As shown in Figure 1 [Figure 1: see original paper].

## 2 Investigation of Current Library Picture Book Reading Promotion Services for Preschool Children

To understand the current status of library picture book reading promotion services for preschool children, we investigated Hefei Children's Library and private picture book libraries in the Hefei area, conducting comparative analyses from the physical, logical, and human levels.

The survey employed three methods: questionnaire surveys, semi-structured interviews, and non-participatory observation. First, purposive random sampling was used for questionnaire surveys, selecting parents of children aged 0-6 from Shushan District, Baohe District, Yaohai District, and Luyang District in Hefei. Second, to enhance research credibility, semi-structured interviews were conducted with some parents with parent-child reading experience and kindergarten teachers. Finally, a non-participatory observation experiment was conducted, selecting children from a kindergarten middle class.

### 2.1 Questionnaire Survey Overview

The survey was distributed via the Wenjuanxing platform, with 180 questionnaires issued (45 in each district). A total of 156 questionnaires were recovered, including 155 valid responses. Basic information about survey respondents is shown in Table 1 .

### 2.2 Survey Results Analysis

#### 2.2.1 Physical Level Results Analysis (1) Picture Book Types

Statistical analysis of questionnaire survey results revealed preschool children's preferred picture book types, as shown in Figure 2 [Figure 2: see original paper]. Preschool children most preferred health education picture books (62.58%) and language expression picture books (61.94%), followed by safety education (53.55%) and social interaction (50.97%).

#### (2) Reading Formats

Regarding primary reading methods, 92.9% of parents chose parent-child shared reading, 4.52% chose picture book robot reading, and 2.58% indicated their children could read independently.

Regarding reading carriers, paper picture book reading remained the primary method, accounting for approximately 80%; about 19.35% used both paper and digital picture books. Commonly used applications in digital reading included "Baby Bus," "KaDa Story," "YouDao LeDu," and "Ximalaya." Additionally, some English learning applications were used by children in digital reading, such as "Zebra English," "Bobbi English," and "Jiliguala."

**2.2.2 Logical Level Results Analysis** According to the WSR model shown in Figure 1, the logical level primarily includes children’s libraries’ reading services, lending services, and thematic activities. Survey results showed that 45.16% of respondents were unaware of Hefei Children’s Library. Although 54.84% indicated awareness of Hefei Children’s Library, only 13.55% had picture book borrowing experience. For private picture book libraries, 29.03% of respondents had borrowing experience, and 44.44% recommended their “favorite/recommended” private picture book library. This indicates that the audience for library borrowing promotion services for preschool children remains relatively limited, with differences between public and private libraries.

For analysis convenience, this study employed a five-point Likert scale to compare satisfaction between Hefei Children’s Library and private picture book libraries, as shown in Table 2 .

### (1) Reading Services

Table 2 shows that Hefei Children’s Library’s satisfaction scores for all reading services were higher than those of private picture book libraries. Hefei Children’s Library’s paper book collection exceeds 360,000 volumes, with approximately 50,000 new paper books purchased annually and about 600 periodicals subscribed each year. It also possesses various electronic resources totaling approximately 16TB, including digital comic libraries, serial picture book reading libraries, and Beibei Guoxue [19]. Hefei Children’s Library provides diverse reading services, with reading rooms including primary and secondary school reading rooms, Mingde English Library, early childhood reading rooms, picture book libraries, and reading rooms for blind children. The first-floor lobby also features digital audio libraries, digital resource reading machines, and digital painting equipment. On the second-floor picture book library, areas are divided into early childhood picture book zones, pop-up book zones, regular picture books, and Hong Kong/Taiwan picture books. The variety of picture books is extensive, with shelving structures in the early childhood picture book zone suitable for young children to access independently. Pop-up picture books are also abundant but can only be read in-library and cannot be borrowed. Regular picture books and Hong Kong/Taiwan picture books occupy several shelves with structures similar to ordinary libraries, typically requiring adult assistance for access.

In Hefei, private picture book libraries typically choose to cooperate with early education centers and children’s training institutions, presenting as embedded libraries. They usually allocate an area within partner venues rather than serving as dedicated reading spaces, though they typically provide seating configurations such as tables, chairs, and crawling mats. Due to space limitations, the total number of picture books is relatively limited, with more Chinese picture books and fewer English picture books. All in-library picture books can be borrowed after purchasing a membership. The shelving structure is relatively reasonable, with two-tier shelves on one side and multi-tier shelves on the other, where picture books suitable for young children are placed on lower levels. The libraries

lack digital reading equipment but allow story listening through the WeChat mini-program “Tongshu Tong,” which offers many famous picture books and reading guidance suggestions for parents (some services require payment).

## (2) Lending Services

Since 2006, Hefei Children’s Library has established 14 branch libraries, including Sanlijie Migrant Workers’ Children Branch, Sunshine Primary School Left-behind Children Branch, and No. 35 Middle School Tibetan Class Branch, providing convenient nearby book borrowing for Hefei children [19]. Library card processing currently implements online appointment and on-site processing, notifying appointed readers of specific processing dates through appointment platform prompts and official WeChat announcements.

Private picture book libraries currently have branches in many shopping mall early education centers and community commercial spaces. Their members are typically also members of partner institutions or nearby residents. Library cards are processed on-site upon payment of membership fees.

The survey revealed that many parents who knew about the children’s library still chose not to borrow. In-depth interviews discovered complex reasons, including: remote geographical location (“It’s too far from home, takes one or two hours round trip”); inconvenient parking (“Parking is difficult there, and it’s overcrowded on weekends”); cumbersome library card processing (“I’ve been waiting months for a library card appointment without any phone notification. When I suddenly remembered, I found it had expired and had to re-apply. Even with an appointment, I must go on their designated day—who can be free exactly on that day?”). Compared with the children’s library, private picture book libraries received better feedback on lending services, with embedded locations providing temporal advantages such as “close to home is convenient,” “time-saving, can borrow books when coming for classes,” “fast library card processing without waiting,” and “convenient borrowing without cumbersome procedures.”

## (3) Thematic Activities

In thematic activity survey results, the item “My child likes participating in library thematic activities” received a satisfaction score of 4.38 for the children’s library, higher than private picture book libraries (3.98). The item “Thematic activities promote children’s reading” received a score of 4.19 for the children’s library, slightly lower than private picture book libraries (4.22).

Thematic activity effectiveness may relate to multiple influencing factors. For example, the children’s library offers rich and free activities, frequently organizing prize quizzes, drawing competitions, and parent-child reading contests; weekend cinemas screen movies weekly; and mobile libraries and picture book buses continue providing services. Due to space limitations of embedded libraries, private picture book libraries organize fewer activities, sometimes holding parent-child reading activities with partners or charging for events. Regarding promotional effects on reading, analysis may need to examine the correlation between ac-

tivities and picture books. For instance, if Mother's Day activities select the picture book "My Mom" or promote mother-child affection through series activities, they may deepen understanding and feelings about the picture book; if selecting drawing competitions unrelated to picture book reading, they typically won't create deep impressions of picture book reading.

### **2.2.3 Human Level Results Analysis (1) Preschool Children**

Survey results showed that 90.97% of children actively select picture books they want to read, and 96.13% of parents indicated their children have the right to independently choose picture books. In terms of preferences, children at different stages develop different likes, and individual children's preferences also vary. Children under 2 prefer interactive, fun picture books such as pop-up books, toy books, and game books. After age 2, as cognitive abilities grow, preferred picture books gradually change. Interview results revealed children's interest in themes such as "adventure," "science," and "dinosaurs," as well as preferences for "fun" and "stickers."

In observation experiments, children's picture book selection appeared simple and direct, unaffected by content. They made personal preference judgments based solely on cover colors and patterns, with selection reasons including: patterns, such as "the cover looks funny" or "the lamb looks cute"; colors, such as "because it's pink" or "because the colors are pretty"; curiosity, such as "haven't seen this book before, curious"; and habits, such as "because I brush my teeth morning and night (so chose this picture book with tooth-brushing on the cover)."

### **(2) Parents**

Survey results indicated that 96.13% of parents select picture books for their children; 88.39% choose based on children's preferences; and 16.13% force children to read books they don't want to read. Preschool children's picture book acquisition typically comes from parents—whatever parents select is what children can access. Parents who frequently read picture books to their children usually report that their children enjoy reading; parents who seldom accompany children in reading picture books typically report that their children don't particularly like reading. This demonstrates that parental guidance influences children's reading habit cultivation to some extent.

When selecting picture books, parents typically consider book quality, colors, content, children's interests, picture book styles, etc. For example: "I usually consider selecting picture books with different artistic styles, as different styles should inspire children's creativity and imagination." "I consider my child's preferences and try to select books she likes, and her preferences differ across periods—for instance, she previously liked 'Octonauts' picture books but recently prefers dinosaur series."

### **(3) Teachers**

Kindergarten picture books are usually brought by children from home, and

kindergartens often organize collective reading sessions. Typically, children browse books on their own after meals, or teachers organize collective reading during class time.

Questionnaire results showed that kindergarten teachers attach considerable importance to educational guidance for children's picture book reading. For example: "Our class organizes collective reading and invites children to share good content from picture book stories." "Small classes organize more picture book reading activities, usually with teacher reading; middle classes have relatively fewer picture book reading activities due to increased curriculum, mostly allowing children to understand general content through pictures." In picture book selection, teachers typically emphasize educational significance and consider selecting different picture books for different age groups. For example: "I choose books about good habit cultivation or social interaction." "I mainly consider the following factors: age—for ages 1-2, choose wordless picture books or those with simple sentences; for middle classes, choose books with rich illustrations and short sentences; behavioral habits—such as picture books about tooth-brushing, bathing, and eating; colors—younger children are more interested in brightly colored picture books, while older children can accept black-and-white picture books and are more interested in the stories. Based on general story content, I judge whether it's suitable for children's age and whether children can understand."

### **3 Recommendations for Enhancing Children's Library Picture Book Reading Promotion Services**

Based on the questionnaire survey and results analysis above, specific recommendations are proposed from the physical, logical, and human levels to promote further improvement of children's library picture book reading promotion services.

#### **3.1 Physical Level Recommendations**

In the WSR model for children's picture book reading promotion services above, the physical level includes two factors: picture book characteristics and reading formats. Therefore, at the physical level, children's libraries are recommended to regularly update picture book collections, ensure quality assurance of picture book materials, and continuously enrich digital reading formats.

##### **(1) Regularly Update Picture Book Collections and Ensure Quality**

Although each child's picture book preferences vary, commonalities exist overall, such as preferences for health education, language expression, safety, and social interaction picture books. When procuring picture books, libraries should emphasize picture book quality, diversified types, educational significance, and 趣味性 (fun) to provide good reading resources for preschool children. Currently, picture book resources on the market vary greatly in quality. Due to incomplete psychological development, preschool children cannot fully select suitable

reading materials independently, while parents often lack judgment when choosing. For example, one parent stated: “Previously, I didn’t know much about picture books and thought buying award-winning ones would be safe, but later discovered that some of these picture books are actually from adult perspectives that young children cannot understand. For instance, the award-winning ‘They All Saw a Cat’ shows cats from different animal perspectives—the theme and expression are excellent, but children can’t understand it, so it’s meaningless.” Additionally, pirated picture books are common on the market, cheap but with poor printing quality, damaged colors and textures, which subtly affect children’s aesthetics. Therefore, libraries continuously optimizing selection schemes for preschool children’s picture books can serve a quality control function.

## **(2) Enrich Digital Reading Formats and Cultivate Children’s Reading Interest**

As living standards improve, many young mothers utilize electronic devices to assist learning during child-rearing, with various picture book reading, story-listening, and English learning APPs emerging on the market. Libraries should actively promote picture book reading through online channels, strengthening reading resource acquisition and interaction through digital means. For example, “Fan Deng Little Readers Academy” not only explains picture books through animation but also includes parent-child interaction segments such as “Help Little Pocket Pass Levels,” “Chat with Little Pocket About Books,” and “Co-reading Treasure” to help children understand content. Hefei Children’s Library’s introduction mentions rich digital resources; however, in actual use, electronic literature requires a library card first, while library card processing involves long waiting times. It is recommended that public libraries strengthen picture book promotion through WeChat official accounts, Weibo platforms, etc., supplemented by animation, video, and mini-program formats to publicize picture book stories, deepening children’s impressions and comprehensive understanding of picture book content. Libraries can also use self-media terminals to push reading mottos and auxiliary reading guidance methods to children and parents, helping parents better accompany reading. Promoting digital picture book reading can not only improve libraries’ electronic resource utilization but also enhance reading promotion service efficiency. Therefore, libraries should widely collect parent comments and feedback through new media platforms to timely grasp children’s reading needs and preferences, thereby adjusting reading promotion services.

### **3.2 Logical Level Recommendations**

Children’s libraries’ and picture book libraries’ reading services, lending services, and thematic activities constitute the main forms of picture book reading promotion services for preschool children. From the logical perspective, libraries need to improve reading environments, establish multi-party cooperation, and develop offline thematic activities to further form stable and long-term mechanisms for reading promotion, thereby enhancing the quality and service level of

children's picture book reading promotion.

### **(1) Emphasize Infrastructure Construction and Create Relaxing Reading Environments**

Although some parents can access digital picture book resources through online platforms, most parents still prefer reading paper picture books with their children. Therefore, children's libraries should emphasize infrastructure construction to provide more high-quality and efficient services for parents and young readers, creating relaxing reading environments. For example, increase reading room space and design interior styles that match children's preferences; improve shelving structures by setting up low shelves suitable for children to access books; match brightly colored wallpaper to create pleasant reading atmospheres that help children relax; add activity rooms, reading guidance rooms, and puzzle game rooms, allowing children to participate in other library activities while enjoying optimal reading experiences. In summary, physical children's libraries should base their services on designing reading spaces that match children's preferences, focusing on improving collection quantity and quality, strengthening characteristic reading services, and improving activity promotion formats to provide higher-quality services.

### **(2) Cooperate with Kindergartens and Communities to Enhance Picture Book Borrowing Experience**

In this survey of the children's library, many parents stated that "remote location and inconvenient library card processing" were primary reasons for not using the children's library. Children's libraries should adhere to "people-oriented" service principles and simplify library card processing procedures. Meanwhile, since the children's library currently has few cooperative libraries and primarily serves children of migrant workers and left-behind children, it is recommended to establish cooperative libraries with kindergartens and early education centers across Hefei districts to promote and facilitate reading and learning for preschool children.

Kindergartens are among the most familiar places for children aged 2-6 and represent optimal venues for reading activities. Libraries can organize reading clubs and new book sharing sessions in kindergartens, conduct collective picture book reading activities, and lead children on library tours, providing more opportunities for children to access picture books. Cooperation with communities can also establish community branch libraries, regularly delivering picture book resources from the main library to promote picture book reading, practically providing suitable reading venues for preschool children and increasing reading opportunities. During service delivery, standardization of service processes and personalization of service content should be fundamental requirements, fully affirming librarians' value, improving their work enthusiasm and creativity, and enhancing the overall service level of children's libraries.

### **(3) Enrich Offline Activity Promotion and Create Sustainable Thematic Activities**

Libraries should also conduct offline thematic activities as much as possible and

enrich promotion formats. For example, utilize immersive story performances, picture book sharing sessions, excellent picture book floating activities, parent-child reading lecture guidance, picture book animation video screenings, and picture book manual production activities to attract children to picture book reading. Thematic activities should not only emphasize 趣味性 (fun) but also consider 地域性 (regional balance, such as conducting activities in different areas each time) and sustainability (such as selecting holiday-themed picture books for different festivals or occupation-themed picture books for different professions).

### 3.3 Human Level Recommendations

Preschool children typically lack independent reading abilities and require parental accompaniment as well as reading guidance and extension services from library staff. Therefore, from the human perspective, children's libraries should fully emphasize human roles when conducting picture book reading promotion services, focusing not only on preschool children but also on communication and cooperation with parents, teachers, volunteers, and education experts.

#### (1) Focus on Preschool Children's Psychological Characteristics

Preschool children typically have short attention spans and strong imitation abilities. Therefore, children's libraries should pay attention to these psychological characteristics when organizing thematic activities, improving activity formats and service levels accordingly. Specifically, due to short attention spans, libraries should capture children's attention as much as possible during promotion activities, using interactive formats to ask questions, inviting children to answer and providing small rewards, etc. Due to strong imitation abilities, libraries should incorporate performance and other childlike elements in activities to vividly recreate picture book stories, attracting children to imitate and enhancing memory points. Such approaches can help libraries obtain effective feedback in preschool children's reading promotion services, improving service targeting and continuity.

#### (2) Emphasize Cooperation with Parents and Kindergarten Teachers

The family is the best "library" for cultivating reading habits. To help more parents learn reading guidance methods and cultivate good family reading atmospheres, libraries should actively cooperate with parents to jointly develop children's reading plans. First, during picture book reading guidance, library children's expert teams should provide targeted guidance to parents on how to effectively guide children to read, considering different family environments and children's personality characteristics. Second, when parents have low information acquisition abilities, kindergartens should help parents learn online information acquisition methods and regularly remind parents to read picture books with their children through WeChat groups and mini-programs. Finally, parents should actively cooperate with libraries, systematically guiding children to read according to expert-recommended book lists and reading guidance methods, and timely feedback children's reading progress and gains.

Kindergartens can add picture book reading, picture book interaction, and picture book plot performance segments in classroom teaching to help children experience picture book 乐趣 (joy) and deepen impressions of picture book stories through interaction and performance. Due to their professional nature, kindergarten teachers typically emphasize picture books' educational significance; however, besides educational meaning, different artistic styles are also an important aspect of aesthetic education. During teaching, besides considering children's age and comprehension abilities, teachers can add segments such as "I tell picture books for everyone" to cultivate children's language expression abilities.

### **(3) Recruit Volunteers and Establish Children's Expert Teams**

Children's libraries frequently need to recruit university volunteer teams and children's expert teams to assist in picture book promotion activities and children's services. In reading promotion activities, volunteers can provide more detailed all-around services for parents and readers. In the pre-activity stage, volunteers are responsible for promoting library-related activities, using online and offline channels to disseminate activity information, enabling more readers to know activity times, locations, and formats, and enhancing participation willingness. During activities, volunteers help maintain order for orderly and efficient activity development, providing personalized services and one-on-one consultation guidance for parents and readers. Post-activity, volunteers timely collect reader feedback information, helping libraries fully understand reader needs and improve activity formats. Children's experts typically possess good professional qualities, can fully understand children's inner worlds, and better guide parents and young readers in effective reading from an educational perspective. Establishing a children's expert team is important in library reading promotion services, as they can regularly conduct reading guidance lectures, practically provide rational suggestions for parents, and increase parents' trust in library reading services.

This study introduces the "Wuli-Shili-Renli" (WSR) system methodology into research on preschool children's picture book reading services. Through questionnaire surveys, semi-structured interviews, and non-participatory observation, the study investigates and analyzes the status of picture book reading promotion services at Hefei Children's Library and private picture book libraries from the physical, logical, and human levels. Results show that at the physical level, parent-child shared reading based on paper Chinese picture books remains the primary format for preschool children's picture book reading, with health education picture books being children's favorite type and relatively less English picture book reading. At the logical level, public libraries provide free lending services to the public, possessing advantages in library buildings and collection sizes that private picture book libraries cannot match, and have organized diverse public welfare thematic activities; private picture book libraries operate on paid membership systems, possessing advantages in geographical location, shelving structure, and lending services. At the human level, preschool children, parents, and teachers all emphasize daily picture book selection and reading,

with children focusing on superficial aspects like colors and patterns, parents emphasizing quality, artistic style, and children's interests, and teachers emphasizing educational significance. Based on these findings, this paper proposes several targeted recommendations: at the physical level, libraries should enrich and update picture book collection resources quantitatively, ensure quality, and develop multiple formats including paper and digital reading to establish long-term service mechanisms. At the logical level, libraries should provide targeted services for preschool children in environmental layout, shelving structure, and infrastructure; in lending services, cooperate with early education centers and kindergartens to provide more convenient borrowing experiences; in thematic activities, emphasize sustainability and regional balance. At the human level, based on understanding preschool children's psychology, cooperate and communicate with parents and kindergarten teachers, and provide more targeted and guided services for children through volunteers and expert teams.

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*Note: Figure translations are in progress. See original paper for figures.*

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