

# Children's Picture Book Design based on Emotional Needs

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**Abstract.** To explore the creative expression of children's books under emotional needs, so as to enrich the theoretical knowledge of children's book design and enhance the reading value of children's books. Taking the theory of emotional needs as the entry point of the research, we analyse the three levels of emotional needs in the interaction between children's readers and books according to children's psychological motivation for reading, summarize the methods to satisfy children's emotional needs, and incorporate them into the design of children's books. Children's books are a bridge for transferring knowledge and communicating emotions, and only by satisfying children's emotional needs can we stimulate children's interest in reading, so that children can love reading books and be inspired by them.

**Keywords:** Children's Picture Books; Emotional Needs; Picture Book Design.

## 1. Introduction

With the growing popularity of children's reading, children's publishing books unprecedented prosperity of a wide range of books so that the children's cognitive needs to a greater extent to meet, however, under the influence of the trend of emotional experience, the children's emotional needs have triggered a high degree of concern, the children are no longer satisfied with the books focusing on the traditional cognitive needs, but more concerned about whether the books can be full of their spiritual and emotional needs.

## 2. Connotation and Theoretical Analysis of Emotional Needs

### 2.1. Connotation of Emotional Needs

Emotion is a psychological activity of people's subjective evaluation of objective things, mainly reflecting the relationship between objective things and people's subjective consciousness, but also whether objective things meet people's needs of inner experience and subjective feelings.[1] Emotional needs, on the other hand, is a kind of emotional satisfaction, a kind of psychological identity, which comes from people's spiritual pursuit, and the satisfaction of the subject's needs has a close connection, the higher the degree of satisfaction, the stronger the emotion obtained from it. The famous Maslow's hierarchy of needs theory mentions that the satisfaction of human needs is a ladder, when the individual's material and spiritual freedom to develop to the social level, will inevitably lead to the improvement of the material needs and spiritual needs of people. For children, cognitive needs is the basis for the development of emotional needs, children in the cognitive needs to be satisfied, will be sprouted on the emotional needs of the desire, the expectation of books in line with their own physiological, behavioural, thinking, judgement of the development of the need to achieve a perceptual identity, and to obtain a good comprehensive experience.

### 2.2. Analysis of Children's Emotional Needs and Children's Picture Books

With the change of educational concepts and the improvement of education level, children's emotional needs are increasing day by day, and children's reading of books no longer stays at the level of pure cognition, but more in pursuit of advanced emotional needs.[2] The China Children's Reading Survey Report analyses the law of constant and new demand for children's reading through quantitative comparisons and annual ring comparisons, providing an important reference for comprehensively reflecting the current situation of children's reading in urban and rural areas in China,

and for understanding children's dynamic needs and reading trends. The survey report shows that children's motives for reading books are, in order, "to relax", "to learn more from books", "to cultivate interest in reading", "to cultivate aesthetic interest", "to read books", "to read books", "to read books", "to read books", "to read books", and "to read books", "to cultivate aesthetic interest" and "to learn more Chinese characters". From this, it is easy to find that children's relaxation, interest and affection in the process of reading have transcended a certain cognitive level to become important motives for children's reading, and these motives are precisely a kind of psychological response of children to books, which is an important manifestation of their emotional needs. In order to meet the various emotional needs of children in reading books, this paper will be based on the above quantitative research, combined with children's psychological characteristics, the use of current research product psychology generally borrowed Norman module, from the cognitive point of view of children's emotional needs for the characteristics of the book is divided into the instinctive, behavioural and reflective three levels, the children's emotional needs are shown in Table 1, and to analyse the specific performance of children's emotional needs. In this way, we seek ways to satisfy children's emotional needs, design books that are more in line with children's emotional needs and can arouse readers' emotional resonance, so that children can obtain spiritual pleasure and emotional satisfaction in the process of reading.

**Table 1.** Children's emotional needs

Emotional Levels	Characteristic Classification	Emotional Intention	Satisfying emotional needs
Visual	richness Novelty Orderliness	Unrestricted Freedom and pleasure Vivid and interesting Regular and varied pleasurable order	Aesthetic interest Reading interest
Behaviour	Ease of use safety Interactivity	Easy to understand Stable, safe Interactive communication	Relaxed and enjoyable
rethink	Memories Reflections	Fond Memories Imaginative Thinking	Reading Interest

### 3. Children's Picture Books Emotional Design Principles

#### 3.1. Single Content

China in 1990 or so foreign picture books gradually introduced into the domestic market, China's research on picture books has also attracted the attention of many professors of children's theory, many of whom agree that picture books are essential to children's education in the first book. During this period, the use of children's picture books has also achieved good results, but with the continuous introduction of the country, China's picture books show the situation of the introduction of picture books and original picture books. China's major publishing houses have been focusing on the introduction of foreign excellent children's picture books since 2002, for example, in 2017, the introduction of children's copyright books in China has been showing a growth trend, accounting for 39.82% of all the books introduced. The original picture book is a practical development in continuous exploration, which mainly provides ideas for creators by analysing the introduced picture books, so as to help creators create more meaningful picture books. Now many children's picture books are plagiarism and imitation phenomenon, one is due to the lack of creators of innovative consciousness led to the creation of its content and many foreign warped picture books, thus reducing the attraction of the picture book readers, and the second, the new era of children's imagination is rich,

thinking is active, the traditional picture books have been unable to satisfy their spirit of the harmful demand, so in order to attract the curiosity of the children, must be rich in picture book form, increase the number of picture books, so as to attract children's curiosity, it is necessary to. Therefore, in order to attract children's curiosity, it is necessary to enrich the form of picture books and increase the fun of picture books, such as: designing the layout of picture books according to children's emotional needs to be more visual, innovating the external form of traditional picture books, increasing the three-dimensional design of the layout or graphic design, etc., which is conducive to attracting the fun of the children.

### 3.2. Small Scale of Creation

The current picture book team lacks a certain degree of visibility and social influence of professionals, including some children's painters and writers. Until now, there is only one writer who won the International Hans Christian Andersen Award, and there is a lack of professional painters in the picture book industry. Therefore, China's current picture book industry has developed to a bottleneck stage, due to the lack of relevant professionals, can not be a picture book in the picture and the text of a good combination of China's current picture book industry needs to solve a major problem in some Western countries, the picture book industry is relatively more important. It has a picture book within the picture of the creative talent and there are awards specifically for the picture book illustration industry, but at present there is no relevant implementation programme in this field, the creators do not have this sense of innovation, which leads to the development of China's picture book industry is relatively slow.

## 4. Meet the Emotional Needs of Children's Picture Book Design

### 4.1. Meet Children's Visual Emotional Design

Richness of emotional needs. Children's desire for "three rich" emotion stems from the instinctive needs of visual aesthetic, visual if it can reflect the unique richness, it is easy to make the children produce a relaxed and active atmosphere, improve children's reading interest, to meet the children's desire for "rich changes".[3] In book design, the realization of "rich" emotional needs, can be combined with colourful colours, patterns and varied layout, through a certain form of composition and changes in the law, so that the book looks more passionate and tension, so as to enhance the visual impact of the book screen, to achieve the metaphor of the "rich" of the visual impact of the book. The emotional demand of "richness" is achieved. Children's learning books see Figure 1, the picture of colourful colours, can give children a good brain stimulation; the picture is full of patterns of dense sense, so that the atmosphere of the picture is lively and joyful; free variation of the composition can give children to create an unrestrained, free and pleasant atmosphere, so that children can be emotionally cathartic and resonate when reading.



Figure 1. Children's learning books

Novelty of the emotional needs. Children in the understanding of the world, is the transition from perception to understanding, their way of thinking and understanding is a simple image of things, life is a lot of memory is unconscious, this stage of reading is not the children's own needs, with emotional curiosity is the real reading drive. Therefore, the introduction of novelty in books can arouse children's attention and stimulate them to explore knowledge. Children's toy book see Figure 2, which is a toy book to cultivate children's hands and brains, the shape of the book attracts figurative car patterns, and creates a vivid and interesting story scene for children with real and objective figurative art. From a psychological point of view, children have the innate psychological characteristics of the desire to explore, the book form through the figurative art image to express the book's inner emotions and ideas, so that the book has the characteristics of children's products, so that the child has a strong curiosity about the book form, quickly attracted the children's eyes, and greatly enhance the interest of the book, so as to satisfy children's need for novelty.



**Figure 2.** Children's toys book

The emotional demand for the beauty of order. Order is a harmonious unity between the elements of the book. The so-called order emotion is the children's feelings and pursuit of order, only in the face of order, the child's inner many psychological functions. Can harmonious movement, life structure and external structure will be isomorphic and fit, so as to produce a pleasant, comfortable emotional experience. Order beauty in book design occupies a pivotal position, reasonable information arrangement can be found hidden in the information behind the mutual law, so that the original chaotic and disorderly. The information becomes clear, forming a smooth visual flow, maximally adapting to children's reading habits, stimulating children's interest in reading, and reducing children's reading burden. In the actual expression process, the designer needs to combine the elements and specific information, in accordance with the aesthetic principles, combined with the children's visual reading characteristics of the information organisation, information architecture and information arrangement, cleverly designed for different levels of information, which will be conducive to children's rapid search for the target, but also conducive to help children distinguish the information on the book step by step, understand the order of the relationship between visual information, in order to adapt to the cognitive process of children's mental state, meet their instinctive It also helps to help children distinguish the information on the book step by step and understand the order relationship between visual information, so as to adapt to the children's cognitive process and satisfy their instinctive desire for a regular, changing and pleasant order, thus reflecting the beauty of the order of children's books.

#### **4.2. Meet Children's Behavioural and Emotional Design**

Satisfy the emotional needs of readability. Children's logical thinking, attention, memory and other aspects are in the developmental stage, reading the form of overly complex books can easily make children daunted, frustrated in reading. Therefore, children desire easy-to-read, and this need is much higher than that of adults. The emotional need for ease of use is mainly reflected in the satisfaction of being easy to see, easy to learn, and easy to use. Unlike adults, children lack stability, continuity, and systematic observation, and when exposed to books, they may be. A certain element is attracted, but the exploration of the function can not be maintained for a long time, so it is necessary to

emphasise certain functions and operations of the book, so that the child is more likely to find out; children's exploratory ability does not match their desire to explore, literacy is weak, and the children's learning mainly relies on the subjective sensory experience, so the book should be more use of easy-to-understand forms to achieve the purpose of children's easy to learn. Children's hands are small and inflexible, and the strength of their hands and feet is limited, so the books should be based on the objective law of children's reading in terms of the book's opening, material, binding process, etc., so that the children can read the books correctly, quickly, pleasantly and effectively, so as to bring convenience to the children's reading, and thus satisfy the children's emotional needs in physiological and psychological aspects.

Meet the emotional needs of security. A sense of security is an inner feeling of desire for stability and safety, which is an instinctive expression in people's psychological growth.[4] The development of children's brain physiological structure tends to be perfect, and the exposure to the surrounding things is increasing, which can promote the rapid development of psychological activities. At the same time, a good sense of security helps to improve the child's adaptability needed for cognition, the ability to explore, and the ability to enjoy a free and easy grasp. Children's physiological characteristics determine their inevitable cognitive limitations, they like to rely on perceptual trial and error to determine the cognitive experience, the same structure of the book for children there is a relative complexity, vague predefined purposes will lead to children on the book predefined use of the books to grasp the inaccuracy of the book, greatly increasing the book on the safety of the children reading threat, which affects the children's sense of security. Therefore, children's book design should be based on the children's sense of security needs as a starting point, to effectively avoid the risk factors occurring in the children's reading environment, to psychologically break the fear of unfamiliar things, to stimulate the children's sense of security and control of reading, in order to obtain their desired psychological feelings.

Satisfy the emotional needs of interactivity. Interaction is a comprehensive relationship between creating experience, conveying feelings and feedback information, reading itself is an interactive way, children through the behaviour of the senses directly with the books to carry out two-way interactive communication, in the process of the children can externalise their own emotional feelings and transmission, which can improve the children's participation in the main body of the degree of emotional input, to provide children with the opportunity to choose, so as to satisfy the children's different interactive experiences. Demand. Therefore, the design of books should be based on children's nature, and the books should bring children as much as possible a pleasant interactive experience, so that children can experience emotions and acquire knowledge in the game interaction, so that reading is no longer boring, so that children can love reading and enjoy the fun of reading. Cognitive game book see Figure 3, this is a simulation of electrical cognitive game book, books according to children's figurative image-based thinking characteristics, the use of games and interactive way to children for the enlightenment of the knowledge of life, children can lift the hands of the "refrigerator" door, you can set the food card in the pages of the book, the children this kind of interactive form of simulation of real scenes is easy. Simulation of the real scene of the interactive form is easy to understand and happy to accept, the children in the game interaction at the same time, not only can increase knowledge, but also get infinite happiness.



**Figure 3.** Cognitive game book

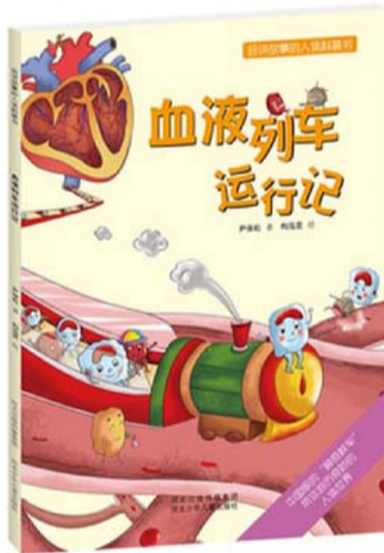
### 4.3. Design to Meet Children's Reflective Emotions

The reflective layer is a combination of instinct and behaviour that triggers children's deepest recollections and thoughts, and usually determines children's overall impression of the book. Satisfying the emotional needs of children's recollections can stimulate strong and lasting emotions. The things they remember fondly are often associated with a particular memory or association. When a child thinks of something, consciously or unconsciously, all the feelings of the child having been exposed to that thing. When children think of something intentionally or unintentionally, all the feelings they have had about the object are swept through their minds, and they make a general assessment by combining the various factors in their memories. Relatively familiar and interesting objects can evoke memories in children. Children's puzzle book see Figure 4, a playbook about early potential development in young children, honest, innocent and helpful Pooh. And the children have similar character traits, instantly close to the children. Between the distance, creating a sense of affinity, so Winnie the Pooh has been loved by children around the world, children are also keen to contain Winnie the Pooh. Winnie the Pooh things, when the children see these things, can instantly think of the classic animation storyline, evoking the children's fond memories, it is these memories inspired by the children's reading pleasure, so that the children to become loyal readers of books.



Figure 4. Children's puzzle book

Satisfy the emotional need to think. Thinking is a kind of thinking activity for children to explore the world, and it is the response of children's mind to the understanding of the book reading process.[5] In book design, books can be consciously given a specific connotation or moral in a certain form, leaving space for children to imagine and think, and when children understand this meaning through thinking, they can get emotional resonance from the books, thus leaving unforgettable emotions in the children's hearts. Children's science books see Figure 5, this is a science picture book for children to read, the books use the metaphorical approach to the movement of the train and the flow of blood together, in order to guide children to think in many ways, "What is blood like?", "How can it be in the human body? "What does blood look like?", "How can there be a train in the human body?". The strong curiosity will enhance the children's desire to learn and prompt them to flip through the pages. At the same time, the inner pages of the book can also meet the children's thinking emotions, each page has a hidden page, children have the surface of the thinking, and then go to open the hidden device behind the deeper level of the content of the introduction, so that the children themselves to unveil the hidden in the appearance of the scientific secrets. This form of thinking and reading makes the boring text reading into a wonderful adventure, makes the perfect integration of vivid stories and abstract science, and shows the mysterious world of human body to children in a novel and lively form.



**Figure 5.** Popular science book for children

## 5. Conclusion

Children are the most emotionally rich group, with the continuous innovation of the concept of education, children's emotional needs are also changing, only in-depth excavation of children's emotional needs, to find out the design of children's books, in order to meet the children's emotional experience in the process of understanding, so that the children love to read, so that the books become a mentor and a friend of the children's healthy growth.

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