How to carry out Chinese teaching in the primary School of special education

Shing

(Special Education Center, Ningjin County, Hebei province, Hebei Ningjin 055550)

Abstract: in the new context of educational reform, Teachers should actively study how to do well the primary school language education in Special education schools. Due to special education school the the contents of the teaching with the common school itself One Some gaps, plus educational objects with congenital defects, so, teachers should be more flexible in actual teaching, Humanity and life-style teaching, make these students easier to accept and understand, for better teaching effect.

Keywords: Special Education; Primary Language; Living Instruction

with more rapid social development, Social competition is increasingly fierce and disabled cool. and this for some of itself exists such as Vision, listening and speech table up to "Special" students, They face tougher competition. but, for first the physical defects of nature cannot be changed, We can be more humane and life-style teaching to help them, make them easier to learn, Understanding, and Accept Knowledge, Let them in when God closes them one door, open god open windows for them.

1. Living Instruction for learning words and Expressions

Learning A word sentence may be too difficult for ordinary students, but The is for those students who have an innate visual and language impairment, due to has no associated awareness and accumulation, and thus more challenging. because words are the basis of language teaching, so teachers should have more palm in actual teaching hold some words, statement Accumulation, To enable them to Word, The phrase accumulates this Quantitative to reach the for reading in Chinese qualitativexchange Stage. due to primary language teaching school itself is at a special stage -- that the content of the learning can be far greater on the applied content, plus the groups that are facing are some congenital flaws students, This is tantamount to deepening the extent of the problem. so, teacher on actual the teaching process should be taught by various instances of life, to teach with life combined, make it more specific, continuously deepen the student's "" impressions of what they have learned, makes it easier for students to understand and accept. Most people are through the visual, auditory,, and senses such as taste to perceive and recognize transactions, But the teaching of special education schools The educational object itself has these drawbacks, so, teachers should be realistic, Local conditions, teaching in accordance with the. that is based on the actual situation, in full understanding student individual The case of a difference, with students more likely to recognize and accept life examples and within Jonglai teach students, to enhance their awareness 1].

2. Living Instruction for Chinese reading comprehension

In the course of language teaching, In addition to the basic stage of learning expressions, for students, and more in-depth content -- Reading comprehension teaching in Chinese. in Special Education School Primary School language teaching, for these Special Education for like, what they face is more challenging than average students. is the Same as the Word teaching method, in teaching primary language reading comprehension

Copyright ©
This is an open-access article distributed under the terms of the Creative Commons Attribution Unported License (http://creativecommons.org/licenses/by-nc/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

teachers should also the way to teach in a lifestyle, to reduce students' understanding and cognition
difficulty. It is noteworthy that this mode of education for primary school language teachers presents the Higher requirements. This means that primary language teachers need to have stronger words ability to express and extrapolate, require teachers to be able to teach in practice no Switch between written text language and living text language 2]. also, due to educational object itself has a different cognitive and understanding ability than the average student. Thus, this is going to be Ask Primary school language teachers to be very patient in the actual teaching process, To avoid the, to discourage students from learning actively. thus, Primary School language teacher in actual teaching in the process, students are encouraged to keep up with the, to motivate students to learn, Let the student in the language reading comprehension in the learning process, able to learn and receive teachers’ explanations content and knowledge, Continuously improved reading comprehension, with more positive the Mentality, Healthier Growth, to eventually become the talent that society needs.

3. Shaping the Life class

Now that we’ve talked about the life of the primary school language in special education schools, teaching, So how do we make a living classroom??

3.1 cleverly designed, to introduce the desired life context

The difference between living instruction for students, Import is also diverse. A clever the Good way to import can quickly inspire students’ interest, to quickly put the into the study. Special Education School Chinese Classroom

Life teaching, should not be based on The same class and the specific contents of the course choose a reasonable way to import. one and Statements, The commonly used import method has the following: First, transition import, To summarize the knowledge of previous courses, so, on the one hand to students Learn a review, deepen the impression of previous knowledge.

in the implementation of quality education, One of the important tasks is to make the students Moral education. Chinese teaching is an important subject of junior high school teaching, thoughtful and The tool has both, and Important for talent development. " Wendao junction close " is one of the important principles that language teaching should uphold, so, Junior language Cultural education should pay attention to the synchronization of language teaching and moral education, in language educational hours, consciously infiltrate moral education, let students unknowingly not only learn Chinese knowledge, infected and nurtured at the same time, subtly connect by Moral Education.

The face can quickly retract the student's attention to the study, is an upcoming The Course creates the desired atmosphere. second, Story import, is based on the upcoming teaching Content Selection related stories and examples, by case, guiding students thinking about upcoming content. third, Music import. that is, according to the contents of the teaching. Select the appropriate music for the students to listen to, let students talk about feelings after listening to guide Students Enter the course to be taught. In addition to the previous time, and a lot of form, like movie, Advertising and other forms, all have a good effect, Teachers can choose the specific import mode by combining the actual practice.

3.2 focus on setting the content of living classroom contexts in the actual process of implementing living instruction, the context content that it sets is bound to be closely related to teaching content, to lay a good foundation for Chinese classroom teaching Good base, Make the student more sense of generation. Life Teaching Final purpose or for established teaching goals, so, Teachers should follow the course content, consider Teaching object is the reality of some students with congenital defects, to create or introduce content-related contexts, will enable students to integrate into their life situations

References: