

Application of multimedia in Chinese teaching of special education schools

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Abstract: because multimedia devices can not only reduce the time wasted by teachers writing on the blackboard , and it can vividly present the language knowledge ,Therefore, in the current teaching, all schools are very orange. into multimedia devices , Although students of special education schools have mental disorders , Hearing impaired , visual impairment , But reasonable use still has an orange meaning . for this , I propose a few more Media application of Chinese teaching in special education schools , It is expected that a reference to the language teachers of special education schools can be provided .

Keyword: Multimedia ; Special Education School ; language teaching ; Apply

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in Special education schools , students with mental disabilities are not a minority of , They pass often lacks knowledge understanding during the learning of languages ,Not even understanding at all , analysis Ability , creates a when it communicates with others later ' Some 问 questions , a ' is directly in the All special education schools actively explore how to improve students ' Chinese literacy , Make it basic ability to write and write, After the introduction of multimedia teaching equipment , Special Education the School language teaching work has been strongly supported .

2. use multimedia to add content , Improve teaching efficiency

through the actual teaching process in the Kai-chi class to find the , Rational use of Chinese textbooks , allows students with mental disabilities to acquire some Chinese knowledge , improve their intelligence , but is due to limited content , in inspiring students intelligence , developing students ' intelligence Certain limitations , Since the present stage of special education schools has been actively attracting multimedia devices , and multimedia devices can be effectively connected with the Internet , in this state , language teaching to gather more content from the Internet , and use multimedia to teach device , Show relevant language knowledge in an illustrated format , end up to improve purpose of teaching efficiency . However, due to the lack of intelligence in special education schools ., Therefore, Chinese teachers use multimedia to increase the content of their lectures , you need to actually consider the student Current language level , and what language knowledge they can understand after learning , This requires The language teacher needs to deeply consider each content to the students ' current study and future development . To effect , try to avoid teaching content is too difficult , discourage students from learning initiative behavior .

3. using multimedia rendering related prisons slices , developing student perception

Although the language teaching in the Kai Chi class is in the , students can see and can hear teachers What is taught , but due to student intelligence obstacles , So it is difficult for students to understand how to teach The Language knowledge taught by division . at this time, if the teacher can take advantage of the picture to show the phase language

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knowledge, students can intuitively feel the language knowledge, to deepen your own off Knowledge understanding, when a teacher focuses on teaching related knowledge to students Students will not only shift their attention to an illustrated picture, can also have teachers The content taught is combined with pictures, Improving self-awareness. in addition to, when students with mental disabilities in future life and other subjects when you encounter the picture, can effectively recall the knowledge that was taught by the language teacher at that time, Play the role of divergent student thinking.

For example, the third volume in the language textbook of Shanghai Secondary School, Radish Greens "" one hour, to enable students with mental disabilities to master the language that this lesson contains knowledge, inspire student intelligence, Teachers can do more with turnip greens before class pictures, and using multimedia in class to show students, to encourage students to After viewing the picture for the first time think of the green vegetables described in the picture, and then the students thinking ability and associative capabilities are effectively enhanced.

4. using multimedia Import Video, Mobilizing student interest in learning

compared to pictures, video to better motivate students to learn, while multimedia teaches Learning devices happen to have the ability to render video, based on this, I recommend special pedagogy School teachers in their language teaching, should be detailed in the course of this lesson, using mutual

Network to find related video animations, and then render the student in a more vivid way out Chinese knowledge, allow students to be in a relaxed and active Chinese classroom atmosphere, in Sound, Images in conjunction with, arousing students' interest in learning Chinese knowledge, to learn The process promotes its intellectual level.

For example, to teach students with mental disabilities the practical Chinese textbooks for Shanghai secondary schools Understanding means of transport one session, at this time the students are presented with transport pictures is far from enough, to effectively mobilize student interest in learning, To melt into the classroom, Teachers need to guide people for students some pictures of people traveling, Prompting students to think about their own travel in the process of viewing people's when they travel, before active class atmosphere put down, to Complete this lesson effectively.

5. using multimedia for teaching resource sharing, Improving quality of teaching

Is well known, when using multimedia to teach language courses, The teacher combines the previous The teaching contents of this Chinese course and the syllabus develop corresponding teaching courseware, When a teacher uses different teaching courseware, The teaching effect is also different for. is based on this, In order to effectively improve the quality of Chinese teaching in special education schools, between Chinese teachers need Communicate effectively, for unused courseware, language Teachers need to analyze this lesson in detail the logic and rationality of the item, and then on the basis of determining the effect of the courseware using, together with Use the effective content rendered in multimedia courseware, Enable all language teachers to improve the quality of teaching by using this content in the. for already used language lessons items, Teachers need to inform the students of the class in time, as well as the students' performance in the classroom other language Teachers, to determine if the teaching effect of the courseware you are using is ideal, If the teaching effect is very good, at this time, other classes related to the Kai Chi language teachers can to use the teaching courseware made by the teacher, Support for multimedia teaching devices under, Truly realize the sharing of teaching resources.

6. This article mainly aims at the multimedia in the special education school Chinese teaching application has carried on the Related Aspects analysis and discussion, through the study of this article, we learned that, To better to inspire student intelligence, developing students' intellectual abilities, teachers in special education schools a lot of media device after, requires active use of multimedia devices, increase for students with intellectual disabilities Ability to understand and accept language content, and on this basis use picture video to transfer students Learning interests,

developing student Awareness , Let students learn to think for themselves , to Increase itslanguage Literacy and intellectual level .

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