

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 qualitativechange 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 ,

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teachers should also the way to teach in a lifestyle , to reduce students ' understanding and cognition difficulty . It is noteworthy that the , 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. , 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 languageeducational 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

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