

Strategies of living language education in elementary school for special education

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Abstract. With the continuous progress of society and the reform and development of education, people have paid more attention to special education. As an important subject in special education and an important course for special students to learn language, high-quality and efficient language teaching can not only effectively improve students' language ability, but also help them to better participate in socialization and enhance their social adaptation ability. The application of lifelike teaching methods to language teaching in special education schools can not only effectively promote students' interest in learning language knowledge, but also improve their in-depth knowledge. To this end, this paper mainly analyzes the strategies of lifelike teaching of elementary school language in special education schools.

Keywords. Special education school, elementary school language, lifelike teaching.

1. The meaning of lifelike teaching of elementary school language in special education schools

Lifelike teaching is to integrate the knowledge in textbooks with life resources, which can close the distance between knowledge and life and make students feel that they can apply what they have learned. Special schools are relatively specialized schools that provide services mainly for people with disabilities. Teaching children with disabilities, especially the most important language subject, is much more difficult than in regular elementary schools. Therefore, language teachers in special education schools can adopt a lifelike form of teaching, which can deepen students' understanding of experiential teaching content by combining the teaching content and educational objectives and linking them to students' daily lives, meet students' learning needs, and better match their actual situation, which can effectively supplement students' physical or congenital defects, reduce students' psychological pressure, stimulate their learning interest and learning enthusiasm, and further strengthen learning outcomes.

2. The analysis of the strategy of living language teaching in elementary school for special education

(1) Innovative life-like teaching methods

Whether for ordinary students or students in special education schools, it is difficult for students to accept the use of a single theoretical teaching method. Students in special education schools are often caused by diseases and other reasons or have certain defects themselves, and they often encounter difficulties in understanding the more abstract knowledge of living languages. In this regard, in the actual teaching process, teachers should combine the characteristics of language subjects and scientifically carry out innovative lifelike teaching methods to help special children understand the language, feel the language, and master more knowledge points with the help of the language subject as a springboard. For example, when students are learning about near and opposite words, teachers can integrate this learning activity into their daily activities. First of all, teachers can use multimedia tools to design different images, black and white, right and wrong, tall and short, to show certain images and to guide special children to better understand what is meant by near and opposite words in the process of image observation. Teachers must also pass on this method to parents of students with special needs, so that parents can observe more life resources in their daily lives and incorporate these life details into a layer of teaching, which can also enhance the quality of knowledge learning of children with special needs to a great extent.

(2) Building a life-like teaching classroom

Language is a tool for students to learn other subjects and a means for them to express and communicate, and language learning has an important influence on their future learning and life. In the process of teaching language classes, students should be helped to read and understand the relationship between the content of textbooks and their daily life experiences based on their previous life experiences. However, hearing-impaired students in special education schools have different comprehension skills than other children and cannot understand what teachers say in the first place, so teachers are required to use special teaching methods to facilitate their understanding and learning. This requires teachers to have better language skills than other teachers so that they can translate written text into simple, easy-to-understand body language or gestures to facilitate the understanding of the material by the hearing-impaired learners. These teachers also need to have more patience than other teachers, but because these children are a special group of people, they need to be patient enough to teach them, so sometimes the children cannot understand what you mean even if you say it once. This is a very difficult process, so teachers should have enough love and patience to help them to learn.

(3) Create a living teaching atmosphere

The relationship between language knowledge and real life is very close, and much of the language in the text comes from real life. The concept of lifelike education requires teachers to guide students to learn and apply language knowledge

on a lifelike platform, so as to achieve the unity of "teaching" and "learning". The concept of lifelike education requires teachers to guide students to learn and apply language knowledge on a lifelike platform, so that "teaching" and "learning" are unified. This is the viewpoint of the concept of lifelike teaching, and it is also the important foundation for teachers to carry out the lifelike teaching mode, to guide students to integrate into real life, to perceive language knowledge in life, and to learn language knowledge that is closely related to their own real life. For students with intellectual disabilities, this is not only beneficial to their language knowledge learning experience and makes them perceive the important value of language knowledge, but also stimulates students' ability to take care of themselves in life and enhances the effect of language practice. For this reason, language teachers in special education schools should take into account real-life situations and guide students to participate in them, so that they can perceive the charm of knowledge in more realistic learning situations. At the present stage of elementary school language textbooks, many of the descriptions are closely related to students' real life, such as festivals, holidays, food, etc., and there are also contents to teach students patriotic enthusiasm, love for parents, respect for teachers, etc. These are based on the transformation and reconstruction of real life, which are the necessary knowledge skills and ideological and emotional characteristics for students' growth and development, and the teaching of such contents for students can be the teaching of such contents for students can effectively enhance students' ability to take care of themselves in life.

(4) Creating life-like teaching situations

In traditional special language teaching activities, many teachers neglect to make full use of advanced science and technology, which to a certain extent affects the efficiency of language teaching. Advanced teaching tools and teaching equipment can provide technical support for the development of lifelike language teaching activities. For example, with the help of information technology and multimedia teaching equipment, teachers can search for lifelike teaching videos and teaching pictures related to the learning theme from students' language teaching materials and textbooks, so as to create a living and thematic learning situation for students at the beginning. In such a language learning situation, students will feel more familiar and interested in exploring the language, thus closely linking students' language learning with their specific lives and effectively improving special students' language learning enthusiasm and initiative. For example, compared with language teaching in the general sense, special language teaching pays more attention to the guidance of special students' psychological activities. In the special education classroom, teachers can search the special experiences and excellent works of some outstanding people with the help of multimedia teaching equipment, use the deeds and works of these outstanding people to interpret to create learning situations for students, guide students to face life with a positive and optimistic attitude, learn from the power of role models and be brave to challenge life.

(5) Assigning lifelike after-school homework

After-school homework is an extension of the elementary school language classroom and an important way for teaching activities to cross the campus into the home, not only to help children consolidate their learning knowledge, but also to test the teacher's teaching methods. Some teachers still adopt the traditional way of assigning language homework, asking students to recite the text, read it by heart or copy it silently. Such a way is useful for students to consolidate the textbook content, but in the long run, it is easy to make students become bored and slowly lose interest in language learning, which affects their ability to improve in all aspects. For the living of language teaching, it is required to integrate real life into every aspect of language teaching, and homework is also an important part of language learning. For short-term assignments, teachers should arrange for students to observe as well as record real-life events, the news of the day, the recent situation of their parents and friends, their personal life trajectories, etc., and ask them to describe them in a linguistic way. For long-term assignments, teachers can ask them to pay more attention to the little things in life, to observe natural phenomena and to find the beauty in life.

(6) Designing life-like practical activities

In primary language teaching in special education schools, the rich and colorful materials of life provide a rich source for teachers' teaching, then teachers should be good at capturing the materials in life and should be able to guide students into social practice. In elementary school language teaching, traditional culture has a pivotal role, and traditional festivals should be used as an entry point to guide students to actively participate in various practical activities so that they can integrate what they have learned about traditional culture into their practical lives, and through experiencing traditional culture, thus constantly enriching their knowledge base. This requires teachers to accumulate more knowledge themselves, to play a guiding role in students' language learning, and to use their holidays to make them more aware of traditional customs so that they can become cultural inheritors in practice. As practical teaching activities continue, language teaching is no longer limited to the classroom; it can permeate into everyday life, and students' language skills will gradually improve over time.

3. Conclusion

Students in special education schools are very different from normal students. In order to effectively make up for their learning deficiencies, teachers should start from the actual situation and make the teaching activities of elementary school language life, so as to increase students' enthusiasm for language learning and improve teaching efficiency on the one hand, and to make students fully grasp and use basic language knowledge and improve teaching quality on the other hand, and in this In the process, students' sentiments are cultivated, their emotions are guided, and their overall development is promoted.