

# A study on the current situation and innovative strategies of language teaching in special education schools

Meifang Wang

Dongying Special Education School, Dongying, China

**Abstract.** Students are the future of our country, so special education teachers should give enough patience and care in the process of imparting knowledge and improving their personality, and help them master certain survival skills. In addition, they should also do a good job of teaching innovation and help students with disabilities better understand language knowledge according to their actual needs, and ensure that their moral quality and personal sentiments develop in a healthy direction, so that they can continuously improve their knowledge reserves, enrich their spiritual world and promote their physical and mental health. Based on this, the article elaborates the importance of language teaching in special education schools, and carefully analyzes it according to the existing problems, and proposes strategies to optimize teaching methods in the light of the actual situation, so as to comprehensively improve the overall teaching level.

**Keywords.** Special education schools, language teaching, strategies.

## 1. The significance of language teaching in special education schools

For children with special needs, language learning is one of the ways to open their minds, strengthen their communication with others and enhance their social adaptation. Language teaching for children with hearing and visual impairments is of great importance for their development and progress in listening, reading, writing, thinking and intelligence, and it plays an important role in their daily lives and in their future socialization. At the present stage, language teaching in special education schools has certain problems both in terms of content and teaching philosophy, which largely restrict the learning effectiveness of special students. It is necessary for teachers to do their best for these students and take active measures to improve the current teaching deficiencies so that they can learn more and improve their language organization and expression skills in order to secure their basic life. Teaching students with special needs the ability to communicate in language and writing will ensure equal rights in society. Mastering language and writing and applying it flexibly is also a prerequisite for learning other subjects, and can help special needs students improve their intelligence, thinking level, moral awareness, and increase their self-confidence in life, thus forming good moral qualities.

## 2. The current situation of language teaching in special schools

### (1) Poor awareness of students' independent learning in language learning

Through classroom observation, it was found that many children with special needs often lose concentration in class, and it is more common for them to turn their pens and drift off. The analysis of homework and examination papers revealed that children with special needs often choose to ignore or scribble difficult questions, which are mostly focused on reading comprehension, requiring analysis of key words in the text and summarizing the main idea of the text. In fact, the difficulty of many questions is within the students' ability, and the choice to give up lies mainly in the sense of learned helplessness. This is also closely related to grades and motivation to learn. In difficult situations, students do not seek help from their teachers, let alone ask their peers for advice, have a low sense of self-efficacy, are overly sensitive, and have an extreme distrust of themselves when frustration arises. In this case, they will break down and do not have an active learning attitude. Based on the status quo of their physical and mental characteristics, their personal emotions fluctuate widely, especially lacking confidence and perseverance to overcome difficulties, and often fail to persevere to the end when encountering difficult situations, which is a problem faced by many students today. In addition, students have been accustomed to obeying teachers' arrangements and passively learning and receiving knowledge since the beginning of their learning career in elementary school, and this mentality has gradually developed over time to the extent that they simply cannot find the right direction of learning after leaving the help of teachers.

### (2) Lack of systematization of teaching materials and single content

The difference between special education and general education is that the content of its teaching materials needs to be tested in practice, and it also needs to take into account the actual situation of the school and the learning and communicative ability of the students and other related factors. However, some schools do not have scientific control over the selection of teaching materials, especially in terms of the serious lack of systematization, and some are prepared on an ad hoc basis, which not only lack practice, but also do not fit the students' lives and abilities, which will not bring any positive effect on the intellectual development and academic performance of special students. At present, the goal of teaching in special schools is to cultivate students' intelligence, but the actual analysis shows that there is a gap with ordinary students in terms of thinking, expressing emotion and imitating ability, which requires teachers to spend a lot of time and energy to strengthen the education of students, and at the same time, teachers need to pay great attention to the existence of individual differences and take targeted counseling programs. However, in reality, the specific educational tools are simple and intuitive knowledge presentation, so that many teachers are relatively single in terms of teaching

content.

### (3) Outdated and poorly targeted teaching materials

The textbooks used in special schools are not comparable to those used in traditional schools in terms of updating content, and they also have the disadvantage of having a long-life cycle, which does not reflect the needs of the current educational reform. When analyzing the content of the texts, not only the selection of topics, but also the number of texts does not meet the actual needs of students. More importantly, the amount of information is extremely limited, which does not help students to form a comprehensive understanding of society, so that there is a certain degree of one-sidedness in their understanding. As for the content design, many times it only refers to the current needs of students in ordinary schools, but not from the perspective of special school students, which is not conducive to the learning and absorption of knowledge.

### (4) Neglect of grammar education

In the process of concrete practice, many teachers find that deaf students have a great lack of grammatical knowledge, especially in the understanding of passages, which is easy to make mistakes. However, deaf students are not able to master the various language sounds at the learning stage like normal students due to their hearing, and they cannot really know their actual meanings and are lacking in the specific context of usage. Although they have mastered a significant number of words in their daily studies, they are unable to organize and match words in specific contexts, and are unable to write coherent sentences. This requires special schools to teach grammar not only in the language classroom, but also in other subjects.

## 3. Innovative strategies for language teaching in special education schools

### (1) Improving the specialization of special education teachers and improving the training system

The level of professionalism of the teaching force will, to a large extent, directly affect its teaching quality. Especially for special schools, the first step is to actively recruit and train teachers, and on this basis to improve the existing appointment mechanism and talent training system in order to continuously improve the degree of specialization. In the specific case, first of all, we need to combine teachers' specialties and expertise and explore the characteristics of different stages and professional positions, and actively encourage the employment of professionals from institutions of higher education and related organizations such as social groups. Secondly, it is also necessary to increase the introduction of specialized teachers in shortage, and to rely on the special education colleges and institutions in the region to increase the construction of teacher training bases, and to promote curriculum reform and professional construction in depth. Teachers are actively encouraged to carry out in-service training as a way to improve their professionalism.

### (2) Innovative teaching concepts and improvement of teachers' personal qualities

Teachers are not only responsible for the task of imparting knowledge, but also an important grip on the cultivation of talents. Teachers should actively respond to the national call to improve their personal business

On the basis of competence, it is also important to follow the trend of the times and innovate teaching concepts. Whether it's a regular school or a special school, teachers are shaping students' personalities in the process of imparting knowledge, fully feeling the responsibility of the profession itself, and constantly pushing themselves to improve while also strengthening communication with teachers in the same field to "borrow stones from other mountains to make the jade of the mountain". For example, in the new curriculum reform, it is necessary to pay attention to the students' knowledge level and strengthen their personality and moral development in order to guide them to a bright future. Therefore, it is important to actively participate in the various trainings arranged by the school, to communicate and exchange with other teachers, and to share personal educational ideas and experiences in order to make progress together in the process of mutual exchange. The purpose of language teaching in special schools is to help students integrate better into society after graduation, so it is important to help students find their own identity and make them fully aware that they are not a burden to society, but a useful person.

### (3) Infiltration of language teaching in other subjects

As we all know, language plays an important role in learning Chinese and is an important tool for learning. However, there are certain differences between the teaching material system in special schools and ordinary schools, and if we rely only on language teachers, the final teaching effect is extremely limited, which requires giving full play to the multidisciplinary teaching collaboration strategy, which is conducive to significantly improving the quality of language teaching through collaborative efforts, and can more effectively improve students' logical thinking and cognitive ability. The language subjects in special schools are significantly lower than the requirements of mathematics and other related subjects, in addition to the fact that there is no educational science and complete system among all subjects, and the textbooks used in most areas are not unified, which leads to the fact that both mathematics and ideology and other related subjects have requirements that are beyond the current students' abilities, which obviously also has an impact on the

normal development of teachers' teaching work. This is especially true for mathematics, where a large number of vocabulary words appear in both arithmetic and application problems, which can easily lead to a vicious circle in which students are unable to understand and solve problems better. For this phenomenon, first of all, teachers are required to use Hanyu Pinyin to remove obstacles for students. Secondly, the importance of lesson preparation is obvious. Teachers of all subjects need to be fully aware of the importance of carrying out language and writing, taking full advantage of the material combined with the knowledge points, especially the raw or unfamiliar words that appear in the text material, focusing on strengthening the explanation of this aspect in order to make students better understand the content of the subject. Setting up language training must be given attention during the lesson preparation stage. Finally, interdisciplinary teaching seminars should be conducted with the aim of allowing teachers to communicate with each other and discuss the problems they face in the teaching process. By listening to each other's lessons and discussing them together and conducting post-lesson reviews, we can further understand the actual effectiveness of integrated language and writing teaching efforts.

#### (4) Pay attention to students' mental health and strengthen teacher-student interaction

Based on their physical and mental characteristics, students in special schools often have low self-esteem and withdrawn personalities. However, according to a survey conducted by relevant institutions

It is shown that students in the near grievance garden Yu face more difficulties as well as frustrations in the process of growing up than the general population, which are more likely to cause trauma to their hearts. Some students, as their learning difficulty increases, are reluctant to communicate with other students based on their own realities, and will end up with self-loathing as well as a negative mindset, and will achieve protection for themselves in terms of interpersonal communication by avoidance. In the language classroom, teachers need to abandon the traditional way, give more patience and understanding, communicate with students as equals, and enhance classroom interaction so as to improve students' learning motivation. Teachers should communicate more with students in general, always pay attention to their ideas and psychological state, and try to choose topics that are interesting to them from their perspective in order to make students open up about their learning and life difficulties, guide their healthy physical and mental development, and improve their learning initiative.

#### (5) Build a trinity support system

The language subject not only covers a large amount of knowledge and has social attributes, but also belongs to our native language and is used a lot in our daily life. Given its specificity, it requires more support from the community and the family than from school teachers in order to continuously improve the quality of teaching and learning in the classroom.

The family is the first classroom in which children grow up, and it is also an important place to get to know and learn the language. Parents' words and actions, as well as their literacy level, especially the home environment, can unknowingly influence their children's language level literacy. By improving parents' overall literacy and standardizing language use, they can create a positive cultural environment that will promote good learning habits in their children. Schools are comprehensive and well-planned places to implement teaching and learning. Special schools need to be equipped with professional teachers and learning facilities, to adopt a targeted learning curriculum based on their actual situation, and to provide a relatively wide range of language communication platforms in order to guarantee that students continue to improve their basic knowledge in the learning process. Language comes from both society and is an important place to carry out language learning. Screening out undesirable and negative language is the only way to increase motivation and enhance students' comprehension so that they can achieve their learning objectives.

#### (6) Extending teaching content with micro-lessons

In addition to innovative teaching methods and concepts, special school language teachers need to expand the content in order to make the material more vivid and relevant to life. The content should be presented in a story-like way to increase students' attention and strengthen their focus, which not only helps them to learn a lot, but also enables them to apply the language flexibly. In addition, if fun elements are added to the teaching, students will be able to learn independently in a pleasant environment.

The micro-lesson format allows students to magnify things that are not easily observed or ignored. The speed of the micro-lesson can be adjusted according to the actual needs, which not only can better enhance students' sensory awareness, but also can strengthen their thinking exercise and education. For example, in the process of learning about traffic lights, the micro-video shows students the operation of traffic lights and the different reactions of pedestrians and vehicles on the road, which is extremely important to improve the effectiveness of teaching. If students were to enter the community, observing on the road would not only be dangerous, but would also be challenging in terms of organization and control. Therefore, this approach can be a good solution to the problem, which is also closely related to life, both to strengthen the thinking of the knowledge learned, but also to really understand the role of traffic lights, which helps to further promote the development of students' intelligence and thinking.

## 4. Conclusion

As mentioned above, teachers are the key to the development of special education. In this regard, it is necessary to

establish a quality and sufficient number of teachers in order to further promote the steady development of special education. As the education reform continues to advance, special education schools should also innovate in response to the current situation and shortcomings of language teaching, improve teachers' professionalism, expand teaching contents, adhere to the "people-oriented" teaching concept, lead students to discover and create, and require students to experience and perceive more in the classroom teaching, so as to This will enable students with disabilities to achieve comprehensive literacy improvement.

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