

On the Teaching Strategies of Picture Book Reading in Special Education Schools

Qi Zhang¹²

¹Faculty of Education, Shaanxi Normal University, Xi'an, 710062, China

²School of Fine Arts, Inner Mongolia Minzu University, Tongliao, 028043, China

Keywords: Special education; Picture book; Reading teaching

Abstract: Preschool children in special education schools are special children with different degrees of physical and psychological barriers. It is difficult to teach and guide them in reading. To a certain extent, it can meet the specific needs of special children. From the initial isolated educational institutions to the current integrated schools, they are educational placement institutions that continue to explore for special children. The successful application of picture books in general education makes educators begin to think about its positive significance for the education and rehabilitation of special children. Nowadays, with the rapid development of information technology, picture book reading is widely used in education and teaching, assisting classroom teaching and compensating the physiological defects of deaf and mentally retarded students. Give play to the characteristics of deaf students' perception and understanding of external things with eyes instead of ears, and develop the perceptual function and abstract thinking ability of mentally retarded students. Picture book is a kind of children's literature style with pictures and texts. It vividly and intuitively reflects some people, things and things in real life, and has a strong flavor of life. Looking at Chinese special education journals, there are few studies on discipline teaching in special education schools, and the research perspectives are relatively micro. This paper mainly aims at special education schools and analyzes the teaching strategies of picture book reading.

1. Introduction

Students in special education schools are special children with different degrees of physical and psychological barriers. It is difficult to teach and guide them in reading. [1] It originated in Europe at first, and later spread to the mainland through Taiwan, referring to a special form of children's literature. The new curriculum standard fully considers the characteristics of students' physical and mental development, language learning ability, emotional development needs, etc., and puts forward the basic requirements for reading according to the idea of flexible reading [2]. These specialized schools are places for organized, targeted, specialized and systematic education for children with special needs, and such schools have abundant resources. To a certain extent, it can meet the specific needs of special children. From the initial isolated educational institutions to the current integrated schools, they are all educational placement institutions that are constantly exploring for special children [3]. Their attention is distracted, their attention span is narrow, and they lack abstract thinking ability, imagination and generalization. These reasons make students have more obvious selectivity to a certain demand compared with the general population [4]. The success of the application of picture books in general education makes educators begin to think about its positive significance for the education and rehabilitation of special children.

Picture book is an art form in which pictures and words share the narrative function, and it has a distinctive child-oriented and unique personal style. Nowadays, with the rapid development of information technology, picture book reading is widely used in education and teaching, assisting classroom teaching, and compensating the physiological defects of deaf and mentally retarded students [5]. Give full play to the characteristics of deaf students' perception and understanding of external things, and develop the perceptual function and abstract thinking ability of mentally retarded students. As a new teaching tool, "picture book" has attracted more and more special

education teachers' attention. From a macro perspective, teachers can strengthen the education and guidance of children with special needs and deepen their abilities from the aspects of the diversified use of picture book resources, the close integration of various disciplines, and the extended related activities [6]. Picture books are a style of children's literature with pictures and texts, which vividly and intuitively reflect some people, things and things in real life, and have a strong flavor of life [7]. It also has great educational guiding value and can lay the foundation for the development of their reading ability. Throughout China's special education journals, there are only a handful of studies on subject teaching in special education schools, and the research perspectives are relatively microscopic.

2. A Study of Picture Book Reading on the Development of Special Children

2.1. Picture book reading meets the interests of special children.

At first, when discussing that picture books meet the characteristics of special children's interests, they only discussed their charm from the outside of picture books, and judged that they can arouse the interest of special children from the appearance of picture books [8]. It is believed that picture books are more exquisite than traditional storybooks and comics, which are in line with children's aesthetic experience and can give them the edification of beauty [9]. When teaching in a traditional way, students often lack visual and intuitive perception. They feel abstract and empty in describing the beauty of the pasture and are not interested in reading in depth. Secondly, the theme of the picture book originates from daily life, reflects the reality of life, helps special children learn and accumulate daily language, and improves their social adaptability [10]. Teachers are encouraged to carry out comprehensive Chinese practice and learning activities on the basis of textbooks, local areas as resources and problems. Turn potential picture book reading resources into available picture book reading. Picture book reading is not only reading and literacy, but also can be organically combined with many courses in special schools. For example, the two picture books "First There is an Apple" and "Dot by Dot" can help students understand the concept of number from a concrete point of view. Under such circumstances, special education schools regard picture book reading as an important carrier of preschool children's education. It is used to improve the reading ability and intelligence level of special children, and lay the foundation for their multi-faceted growth and development. They believe that this feature can help children gain a better reading experience, thereby developing reading interest and further developing reading habits.

2.2. Picture book reading meets the needs of special children's language development

When correcting the speech of special children, it is necessary to formulate a reasonable education plan according to the factors that affect the children's language development. It is not easy for students to understand, so I use the courseware to show pictures, show the form, and ask students to fill in the form with the pictures. In this way, students quickly understand the significance of making comparisons. Research on social themed picture books on listening and speaking in children with intellectual disabilities shows. Lifestyle picture books can promote the intellectually handicapped children's understanding of language and text, and their ability to receive and express language information. Under the mode of small class teaching in special schools, many teachers start teaching in the form of everyone sitting around and reading paper picture books when telling students picture books. At this time, the correct way to hold the picture book should be that the picture book faces the students, so that students can read the main contents of the picture book positively. Teachers should analyze the development characteristics and learning needs of special preschool children, and realize that their current learning level and ability level are lower than those of normal children. Therefore, the selected reading instruction method should be as simple and direct as possible, and give them the help and support they can. There are a lot of studies and examples of picture books on the language rehabilitation of hearing-impaired children. The facts confirm the effect of picture book intervention, that is, reading picture books for the language ability of hearing-impaired children can stimulate their language and pronunciation ability.

3. Typical Misunderstandings of Teachers' Reading Strategies of Picture Books

3.1. Holding a book posture affects students' reading effect

In the practice of picture book teaching, special education teachers sometimes have too single teaching mode. When using traditional paper picture books to teach, the posture of holding picture books is wrong, resulting in poor reading effect of students. With the development of educational modernization, picture book education should take advantage of the Internet to carry out online picture book teaching and online language training activities. The senses of the students are maximized to move them to the heart and make them interested in learning. Picture book reading is not a dull and tasteless chanting, but a lively and interesting teaching material that conforms to the law of children's physical and mental development. Picture books containing true, good and beautiful help young children gain positive energy, which helps them to form and express positive emotions. But when the picture book is facing the students, the teacher needs to hold the book in reverse, which tests the teacher's proficiency in picture books.

3.2. Ignoring the reading of pictures loses the important value of picture books

Influenced by traditional education, special education teachers have hardly been exposed to picture book education in their own growing environment, so their overall picture reading ability is weak. For another example, when teaching Little Courier, teachers can let special preschool children play the roles in picture books and organize games. When choosing picture books for hearing-impaired children, teachers should consider the role of childhood moral education in alleviating the psychological problems of hearing-impaired children. While paying attention to the fun of picture books, we should also pay attention to the moral value of picture books. Picture book reading can reproduce things and create vivid, vivid, vivid and understandable teaching scenes. It provides vivid perceptual knowledge materials for Chinese teaching of students with mental retardation, thus greatly compensating students' mental deficiency. The purpose of picture book reading teaching is to lead special preschool children to master certain reading skills and methods, improve their learning ability and stimulate their inquiry learning potential. Teaching evaluation is an important part of teaching activities. It is an important link for the maturity of educational activities and the improvement of teachers' skills to understand students' learning status, feedback on teaching results and promote teaching improvement. Focus on educational stories and ignore the deeper educational connotations brought about by paintings.

4. Conclusions

Picture book reading is very attractive to special preschool children. It can provide a vivid and intuitive learning and reading situation for preschool children, meet their reading needs and cultivate their reading interest and ability. Compared with the natural classroom, there is no fixed "model" for picture book teaching. Teachers need to select picture books according to their teaching contents, students' psychological and physiological characteristics, and adapt and refine their stories. The most effective evaluation for students is to achieve their individualized educational goals and help them master practical skills. Therefore, the role of online picture book courses should not be limited to helping teachers complete their teaching tasks, but should also play a role in consolidating the results of language training and promoting the language development of children with special needs. Evaluation is the driving force for the improvement and advancement of any intervention. Pay attention to the evaluation of picture book reading to promote the development of children with special needs, establish a reasonable evaluation mechanism, and evaluate students' growth according to their existing conditions as a reference. Picture book reading assists reading classroom teaching, optimizes the teaching methods of special education schools, and improves the quality of classroom teaching.

References

- [1] Li Jianli. Teaching strategies of picture book reading in special education schools. East, West, North and South: Education, no.9, pp. 1, 2021.
- [2] Zhao Yuhong. On the role of picture book reading in language communication skills training for children with low autism. China's Out-of-School Education, no.4, pp. 2, 2020.
- [3] Lu Yufeng. My humble opinion on Chinese teaching strategies in special education schools. Middle school curriculum guidance (teaching research), vol. 014, no.009, pp. 12, 2020.
- [4] Jiang Xiaoying. Life Chinese Curriculum Standards, Teaching Materials and Picture Book Teaching in Schools for Mentally Retarded Students. Modern Special Education, no.15, pp. 4, 2020.
- [5] Gan Lin. Thoughts on picture book reading teaching in schools with mental retardation-taking the picture book teaching of Grandma Becomes an Old Doll as an example. Modern Special Education, no.19, pp. 2, 2021.
- [6] Chang Yu. Innovation and Practice of Art Design Teaching Curriculum in Special Education Schools. Basic Education Forum, no.24, pp. 2, 2021.
- [7] Zhang Xiaojuan. Talking about the life-oriented Chinese teaching in special education schools. Writing Guidance for Middle School Students, no.11, pp. 1, 2021
- [8] Ye Pingguo. Practical thinking on picture book teaching for mentally retarded students-taking the teaching of Who Bited My Pie as an example. Education and Teaching Forum, no.4, pp. 2, 2020.
- [9] Xia Feng, Huang Meixian. Practice of propaganda of picture books of integrated culture to improve peer acceptance of young and middle-aged children. Modern Special Education, no.13, pp. 3, 2021.
- [10] Li Duo, Jiang Xiaoying. A study on the predictability of picture book teaching to improve the reading comprehension ability of lower-grade hearing-impaired students. Modern Special Education, no.20, pp. 8, 2021.