

Study on Picture Book Teaching Strategies in Special Education Schools in the Background of the New Curriculum

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Abstract: Picture book is considered as a very valuable teaching material system that can be introduced and applied in the process of developing early education activities for preschool children. In the picture books, there are not only more vivid and rich language, but also colorful pictures, which are very attractive to preschoolers in special education schools, and are more interesting than other reading materials. Such kind of teaching content which combined with pictures and text has a good teaching effect in the field of special education due to its small number, strong intuition and strong interest. The rich pictures and colors in picture books can intuitively stimulate students' senses, the infinite imagination contained in picture books can provide students with the widest space for thinking, and the shallow to deep principles in picture books can have subtle effects on students. This paper takes picture book reading teaching activities as its core educational content. Through the optimization design of teaching, this special group can be improved and improved in intellectual development and aesthetic cognition. This paper analyzes the teaching strategy of picture book reading in the new curriculum.

1. Introduction

The society is constantly moving forward, and the quality of the people is also increasingly improving. Among them, people also have a clearer understanding of the positive value of reading. From the perspective of the development in education, many researchers have also conducted some exploration and analysis [1] based on children's book reading and education activities of children. Preschoolers in special education schools refer to those special children with varying degrees of physical and mental disorders. It is difficult to teach and guide them to read [2]. Picture books are highly similar to children's interests, and can reflect some characters and things. It has a strong life atmosphere and good educational and guiding value, which can lay the foundation for the development of reading ability. For special education schools, the picture book teaching is of great significance. Since students in special education schools are children with disabilities, there are varying degrees of barriers to their cognition and understanding. The lack of cognitive ability can be well made up with the help of picture books. "Picture Book" received increasing attention from special education teacher [4] as a new teaching tool. From a macro point of view, teachers can strengthen the education and guidance of special children and deepen their ability from the diversified utilization of picture books resources, the close combination of various disciplines and expanding related activities.

With the rapid development of social economy, education has also made great progress. As a special educational group, students with intellectual disabilities are hindered by language ability cultivation in the educational process, which makes it difficult for normal students' [5] to grow rapidly. Drawing books, with beautifully vivid pictures, rich and interesting storylines, and concise words, are considered the best material for early education in preschoolers. They are very attractive to preschoolers in special education schools and are more interesting than other reading materials [6]. Due to the physiological particularity of the mentally handicapped students, they have certain difficulties in their study and lives. Psychologically, they are more vulnerable and emotional than other students, requiring special school teachers to pay more attention to the psychological growth

of mentally retarded students while imparting knowledge of [7].As a typical representative of picture books, picture books have the characteristics of perceiving stories, displaying emotions, and expressing emotions through pictures.They play an extremely important role in compensating for deficits in hearing expression impairment in students with mentally disabilities.How to effectively improve the language ability of mentally handicapped students in picture book reading has become an important topic discussed by teachers at this stage.Based on this paper, this paper briefly analyzes and discusses the application strategy of picture book teaching in special education.

2. Characteristics of picture books for special children

For the creation of traditional picture books, the authors need to fully understand the children's demands and preferences, especially the special children's books.Picture books are combined with pictures and text and have different styles, themes and content depending on the children's real life. They are simple in text but rich in connotation and picture, which is very helpful for students with mentally retarded to establish concepts, develop hearing, speaking ability and cognitive ability. Although their language expression is weak, most of them have an extremely rich imagination.I magination is of great significance to the cultivation of logical thinking ability, and plays an important role in improving the image and thinking ability of students with intellectual disabilities. In the process of learning and comprehending of external things, children usually come from their own feelings. The external environment has a great impact on their internal emotions, and children are more interested in the content of books that can accurately express their feelings.This also means that the creation process of books is actually a process of emotional communication with children, so that the children's reading drive can be fully stimulated. What's more, the author can not only form a kind of empathy with children, but also can build a bridge between parents and teachers. The main contents of the picture book include pictures and text, and the information contained in the story is vividly expressed by combining pictures and text.

Generally speaking, the creation process of picture books also needs some certain methods, and the way of narrative and lyrical way are both common to see.In fact, some of the lines or color in books correspond to the words in distant picture books.The arrangement of pictures and characters directly affects the reading effect of children, and needs to follow the principle of pictures and text complementarity, for the coordination of pictures and text.The wide application of picture books in special education schools is also conducive to special children to develop good reading habits with limited literacy ability and weak comprehension ability, laying the foundation for learning the whole subjects[9]. Applying picture books to teaching can not only interest students, but also improve students' adaptability in all aspects of life.In the basic link of painting creation, the story book can also conduct some emotional transmission and expression.In the process of screen design, the creator should fully consider the position of the protagonist, supporting roles and related objects, highlight the protagonist, and ensure the harmony between the protagonist and the environment. Compared with textbooks, picture books have the advantages of exquisite painting, vivid characters, beautiful lines, rich color impact, less text and vivid images.Reading and interpreting picture books can enrich students 'imagination and cultivate students' image and thinking ability.

3. Significance of situational picture book teaching for special children

Under the guidance of the picture book story, the vivid pictures are open together. Driven by interest, the pictures suddenly attract the special attention of the children.Teachers express the stories with vivid and interesting expressions in the picture books of special children, which is conducive to cultivating the reading drive of special children.We should actively give full play to the guiding role of teachers and pay attention to the cultivation of good reading habits of special children. Teachers' guidance is a key driving force that can help children build a more complete reading thinking structure.From the history of Chinese development, we can recognize that early childhood is the golden development period for children to improve their oral language ability.At this stage, special children with intellectual disabilities keep in touch with their teachers except for

their parents. Therefore, that they can vividly express the pictures in the picture books, and get closer to the communication mode of special children, so that special children can grasp the knowledge connotation more accurately. Moreover, teachers should also give full play to the role of models and actively create a space for the children to express their feelings, can express. In addition, we should also pay attention to the highlight of the core role of emotional teaching, thus children's thinking will continue to extend and divergence, so that children can fully think and imagine.

4. Effective strategies of situational picture book teaching for special children

4.1. Cultivate children's interest in picture book reading

In the process of choosing picture books, we should choose from the classic picture books, which should be as rich as possible, including life value, family and friendship, nature and humanity, etc. At present, many young readers are the classics of children's literature, which have long been confirmed. The educational role of these books is obvious, through reading stories, students can very accurately summarize the theme ideas. Due to the mixed quality of picture books in the market and the low psychological and reading ability level of special children, teachers should carefully choose picture books suitable for students' ability, and cooperate with students with different majors and abilities to choose different picture books. The guidance of the picture book reading method is very key, and we should adhere to the principle of gradual and orderly progress.

For this special and special group, we should choose more scientific and suitable method which fits to children in picture book reading. Teachers should conduct teaching according to children's special skills. Teachers can make use of special children's understanding of life knowledge and life rules to enable children to connect reading to life experience through life-related activities and improve the guiding significance of picture books to real life. Before the selection of teaching methods and in the process of teaching activities, the teachers need to fully meet the needs and preferences of the children, and strengthen their practical ability characteristics to penetrate some relatively simple content. In addition, teachers can also use the way of entertainment, games and so on to stimulate the enthusiasm of children to participate in the activities, which is also very beneficial for their divergence of reading thinking, can let them get the space for growth. If teachers want to help special students' ability in all aspects through picture book teaching, they must make full advantage of the advantages and expansion of picture book resources. Traditional paper books are less attractive to special children, which can easily distract students. Use of multimedia auxiliary teaching equipment can make the courseware easier to attract students, and improve the students' enthusiasm for learning.

4.2. Promote children's reading in picture books

For students, in the process of finding picture resources, teachers can give different guidance activities according to the actual situation of different students. At the same time, teachers should also pay attention to the students' ability, and the telling and extension of the story. In the process, special children can actively participate in the activity and exercise their verbal expression, practice, and cognitive abilities. It is no doubt that the applied value of picture books should be appropriately expanded and effectively. In the actual teaching interaction, for this special group, the reading of picture books can let them see the colorful external space, which can enhance their total reading volume, and improve their analysis ability. However, it can be seen that the value of this teaching material has more effects. Teachers can organize storytelling contests and encourage them to tell their peers and teachers the stories they have learned in reading picture books. This can not only consolidate their previous knowledge of reading picture books, but also realize the expansion and expansion of reading picture books.

In the situational environment of special children's picture book teaching, we are committed to stimulate the interest of children, but also can make them feel the fun of learning. While reading picture books with students, changing the tone or adding sound effects according to the story content can also help students and make them to read more. In reading the picture books, when the

student is interested in the details or asks questions, the teacher can actively discuss with the students, expand the content, and enrich the student language. The choice of picture books should be effectively consistent with the basic demands of the children, and the students should be encouraged to brush the color and finally make them into picture books. At the same time, teachers can also encourage students to write stories according to the pictures in the picture books, which can give full play to the role of the pictures in the books to create the situation, which can also stimulate the children's desire to express themselves, so that their oral language ability continues to enhance.

5. Conclusions

The educational activity of picture books with special children is very beneficial for students' extension of thinking and rich imagination. Picture books are a good teaching tool for special students' thinking and cognitive level. Compared to the traditional classroom, there is no fixed "model" for reference in picture book teaching. Picture book reading is very attractive to special preschoolers, which allows preschoolers to get a better reading environment and reading atmosphere. On the other hand, reading interest can be fully stimulated. The application of picture book teaching is an important way for intellectual students to enjoy virtue education. Through this teaching method, teachers can enjoy education, strengthen the interaction between teachers and students, bring vitality to the classroom, and improve the students' understanding and expressing ability. Teachers should choose picture books according to the teaching content, students' psychological and biological features, and adapt and improve the story. At the same time, in the process of knowledge construction, systematization and contextual, teachers can improve their teaching level and realize the sustainable development of students and themselves.

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