

Professional development strategy of special education teachers under the concept of "combination of education and health"

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Abstract: The combination of education and health is the inevitable trend of the development of special education and an important support for the concept of teacher training in special education. Teachers' professional growth training based on the concept of "combination of health and education" refers to the career planning required by special education teachers, paying attention to teachers' attitude, understanding and understanding of professional growth. Through the realization of the integration of health and education, teachers can consciously adjust and improve their own educational concept and behavior consciousness, and obtain their own professional rapid growth. It is an examination and Reflection on the practical activities and educational ideas of special education. In the professional training of special education teachers in China, there is a certain degree of attention to theory and insufficient attention to practical ability. In the training, the problem of single mode is prominent, which requires strengthening the guidance of "combination of teaching and health", fully strengthening the development and construction of professional courses of higher special education, and enriching the reform path of student training mode. It provides a model for the development and reform of Higher Special Education Specialty in China.

1. Introduction

In recent years, due to the development of science and technology and other reasons, the types of children in special schools have gradually changed, the number of students with visual and hearing impairment is decreasing, and the number of students with cerebral palsy, intellectual impairment and autism is increasing. While receiving education, most of these special children have rehabilitation needs in addition to their thirst for knowledge learning. However, for a long time, China's education and rehabilitation of special children have been completely separated. Those in charge of rehabilitation do not care about rehabilitation, and those in charge of rehabilitation do not understand education. This separation model has two disadvantages, First, it is difficult for special children to give consideration to learning and rehabilitation at the same time. Second, doctors' rehabilitation treatment can not effectively serve teachers' teaching.

In recent years, China has reflected on this separation mode and put forward the mode of "combining education with health" to cultivate special children. The opinions of the State Council on strengthening the construction of teachers' team stipulate that the training mode should be reformed, actively support the cooperation between normal universities and medical colleges, promote interdisciplinary, and cultivate special education teachers with compound knowledge and skills. Rehabilitation professional and technical talents clearly put forward that they will "continue to carry out the experiment of 'combination of medicine and education' and explore the special education mode of combining education and rehabilitation". Therefore, special education schools must undertake the dual tasks of education and rehabilitation. However, there is a huge gap between the demand for education and rehabilitation personnel and the actual number. The number of special education teachers is far from reaching the standard, and there are few teachers who can provide relevant rehabilitation services for special children. Previous studies have found that the professional level of special education teachers in China is not satisfactory, which is manifested as follows: the educational level is not high, and teachers with bachelor degree or above account for 63.4% of the effective sample; The academic majors are mainly non special education, and the teachers whose

academic majors are special education account for 21.8% of the effective sample; The level of professional quality is general, among which the professional attitude is the best, the professional knowledge is the second, and the professional skills are the worst. Therefore, in order to achieve the goal of "combination of education and health", we must reflect on the existing teacher training mode of higher special education in China, reform the teacher training mechanism of higher special education in China, and cultivate a large number of teachers with dual knowledge and skills of education and rehabilitation. This paper discusses these problems, In order to make the talent training mode of Higher Special Education Specialty in China better meet the needs of special education practice and promote the better development of higher special education in China.

Table 1 Analysis on the proportion of educational level of special education teachers

Level specialty	Proportion
Bachelor degree or above	63.4%
Professional teachers	21.8%

2. Special education teachers' professional ability training

2.1 The curriculum emphasizes theorization, and students' practical operation ability is low

Talent training mode is the goal and specification of talent training and the method and means to achieve these training goals. The training objectives of special education teachers in China are divided into overall objectives, quality objectives and professional objectives. The overall goal is to cultivate innovative, compound and applied talents; The goal of quality is to have extensive cultivation in Humanities and Social Sciences, innovative spirit, modern educational concepts and ideas, strong educational and teaching practical ability and solid theoretical knowledge; The vocational goal is to engage in special children's education, training, rehabilitation services and related research in all kinds of special education institutions at all levels. Nowadays, the training objectives of special education majors in Colleges and universities in China should point more to the grass-roots level. At present, the basic curriculum of special education in Colleges and universities in China is mainly based on pedagogy and psychology, lack of discipline basis such as medicine and sociology; Professional courses cover a narrow range, theoretical courses are biased, and practical courses are insufficient. They mainly include three modules: blind, deaf and mentally retarded. They rarely involve the fields of autism, learning disabilities and speech disorders. They lack practical operation courses such as training and rehabilitation, which can not meet the diversified needs of special children; It is easy to lead to the disconnection between the theory and practice of special education students in China, which is inconsistent with the training objectives of special education teachers in China, and can not meet the requirements of special education grass-roots level for special education teachers.

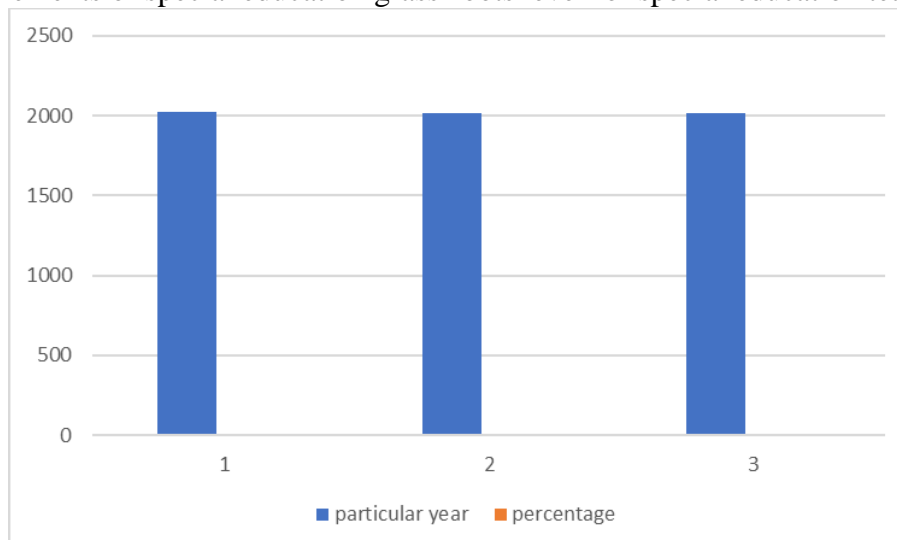


Figure 1 Proportion of persons trained in special education

2.2 The training mode for students majoring in special education is single

There are two training modes for undergraduates majoring in special education in China: four-year consistent system and two plus two. The four-year consistent system refers to the division of majors as soon as they enter the school, and the four-year training is carried out according to the professional requirements of special education, combining the learning of basic knowledge with practical application; The two plus two training mode refers to the first two years of learning in the basic education stage in the name of "pedagogy", regardless of major, and the second two years of voluntary choice of major to deeply study the courses in a specific professional field, focusing on cultivating students' practical application ability. There are two kinds of college training modes: five-year system and three-year system: the enrollment of five-year college is mainly junior middle school students, which has been gradually cancelled due to the low quality of students and the relative difficulty of students' employment; The three-year college is aimed at high school graduates and focuses on training targeted teachers. Generally, the professional direction is divided according to the type of special education objects, which makes up for the disadvantages of the five-year system to a certain extent. However, due to the relatively short training cycle of this model, students should learn basic theoretical knowledge and master basic skills of special education in three years, But also to practice, therefore, in the training process, whether for training institutions or students, the pressure is very great. At present, three-year junior college and four-year undergraduate have become the main modes of teacher training in Higher Special Education in China. However, whether undergraduate or college, its training mode is not perfect enough to meet the needs of the grass-roots level of special education in China for dual qualified talents with "combination of education and health".

2.3 Cultivation concept of separation of family, society and school

In China's special education, there is a disconnect between family rehabilitation and community rehabilitation, and the communication between family and school. Special education teachers do not have the awareness and ability of multi-party cooperation among family, school and community. This phenomenon of emphasizing school and neglecting family and community makes special children unable to adapt to social life well. From the perspective of the cultivation of special education students, higher special education fails to take the organic unity of family, society and school as the goal to guide the cultivation of special education students. Simple theoretical learning and single practice mode make special education students lack the knowledge and ability of family education and rehabilitation, community education and rehabilitation, In specific practice, we do not pay attention to the education and training of special children's living ability, and the knowledge learned by students in school can not be well applied to real life, so that special children can not integrate into society and live independently when they reach a certain age.

3. Ways to improve the professional growth of special education teachers

3.1 Cultivation of teachers' awareness of professional growth

The cultivation of self-awareness of special education teachers' professional growth refers to the improvement of professional ability and the cultivation of self-awareness. The two complement each other and are indispensable. Without the improvement of self-awareness, it is difficult to obtain the improvement of professional ability by examining deficiencies.

First of all, correctly understand yourself and comprehensively understand yourself in combination with the concept of "combination of health and education". First of all, we can find out our own shortcomings and gaps in comparison with others, and take excellent special education teachers as a reference. There are three main ways of comparison: compare with excellent colleagues and friends and keep up with them; Compared with colleagues and friends with slightly lower ability, improve self-confidence; Compare with colleagues and friends with the same ability and level. The three comparison methods are combined to fully understand their own advantages and disadvantages. "Taking people as a mirror can clarify the gains and losses". You can also know yourself through the objective evaluation of the people around you. The evaluation here does not refer to a person's

evaluation of himself, but mainly refers to some basic and stable cognition and evaluation summarized from a series of evaluations of colleagues in surrounding special education schools.

Secondly, learn to motivate yourself. As a special education teacher, everyone is unique. "No gold is perfect, no man is perfect". We should learn to accept our imperfections. A special education teacher thought that "maybe in my whole life, as a teacher, I can't become a multimillionaire, a millionaire, but my heart is rich. Wandering in the poetic vision, my heart is full of happiness. In class, I use this pure happiness to moisten my students, and they can always return me more sunshine and passion." Therefore, what is lost may not be lost. Marx said, "enthusiasm is the essential power of strongly pursuing one's own object." The love of special education profession can stimulate teachers' initiative, enthusiasm and creativity. Special education practitioners should learn to motivate themselves and draw strength from daily teaching activities to stimulate their professional growth.

Finally, special education teachers should also take the initiative to improve their innovation ability and innovation of ideas. The task of special education is not to make students' experience tend to be consistent, but should create conditions, fully respect the unique way of thinking and feeling of each special education individual, pour more humanistic care, and encourage them to form personalized emotional experience and original opinions. At the same time, exercise the ability of thinking. The breakthrough of special education reform does not lie in teaching equipment or educational content, but in the cultivation of teachers' self-consciousness and the growth of professional ability. What are our teachers usually doing? The answers are basically "class", "lesson preparation" and so on. Few people say they are thinking and reflecting. However, in fact, special education requires teachers to have higher thinking ability. Only with thinking ability can they recognize the shortcomings of their profession and spend more effort to improve their professional level.

3.2 Schools promote the professional growth of special education teachers

The first is to pay attention to the innovation of teaching methods. As special education teachers, they should have the consciousness of professional growth. By strengthening learning, giving full play to subjective initiative and creativity, exploring the mode of combining rehabilitation training with age-appropriate education, teaching students according to their aptitude and people, and setting up group courses and collective courses. Integrate the courses by offering homework training, self-care training, physical games, sensory integration training, guidance training, social training, language training, cognitive training, auditory integration training, Chinese class, mathematics class, art class, self-care class, social communication class, social life experience class and social integration activities. Knowledge integration and skill integration run through the process of rehabilitation education. The second is to strengthen professional growth training. Destohue believes that "the art of education lies not in imparting skills, but in motivation, awakening and encouragement." The growth of special education teachers' professional ability is indeed inseparable from their own efforts, let alone school training. As a special education school, how much work has been done to "inspire, awaken and inspire"? We hope that the spiritual world of special education teachers will be full, noble and beautiful. We hope that they will always stand as "teachers". In fact, the first important and first step is to care about the awakening of their self-consciousness. Only when self-awareness awakens can a major grow. Special education schools should take improving teachers' ability as the starting point, carry out advanced special education concept training in multiple channels, ways and levels, improve teachers' professional quality, and provide educational foundation for special education students to live normally and integrate into society.

3.3 Strengthen family, society and school cooperation to improve professional skills

The training of special education teachers at the undergraduate level is relatively young in China. At the same time, due to the inherent dual structure difference between urban and rural economy, it often leads to the double abnormal development of "aristocracy" and "knowledge" of special education teachers at the training level. In this state, the graduates of special education often have the situation of "too solid theory" and "single practical ability". When they enter the actual teaching activities of special education, they are prone to pay more attention to teaching than rehabilitation. School education can play a certain role in the training of special education teachers, but it is definitely

not all. In order to promote the realization of the goal of comprehensive training of special education talents, the professional training of special education must be connected with families, ordinary schools and communities. Schools can not be isolated from families and communities. Students can enter the families and living communities of special children, and pay attention to the cultivation of parents' ability, so that children can also receive professional guidance in their families; Build community rehabilitation institutions as another practice base for students to teach special children how to make full use of community resources and live a better life

4. Conclusion

"Combination of education and health" can be strongly supported by China's national policies and the grass-roots level of special education, which has its profound practical background and theoretical roots. Although there is a great controversy about the "combination of education and health" in the academic circle of special education at present, some people are skeptical about it, and some people suggest to analyze it with critical thinking. They believe that from the perspective of discipline nature, the discipline of special education is a comprehensive discipline with interdisciplinary and penetration, which is separated from the characteristics of multi disciplines of special education. Overemphasizing the combination of education and health is easy to make us deviate from the essence of special education as an "education" discipline. However, from the perspective of dialectical materialism, the contradictions of things can be divided into primary and secondary. At present, the main contradiction in China's special education practice is the gap between the needs of educational rehabilitation personnel and the actual number. Only by grasping the key points can we effectively solve the problems. For this reason, the author believes that from the perspective of effective development of special children, the combination of education and health should be discussed in greater space and time. Strengthen the cooperation among the government, schools, families, communities and hospitals. From the perspective of teachers, we should cultivate "double qualified" teachers with the combination of teaching and health, including exploring the training objectives, training contents and training methods of "double qualified" teachers. Therefore, it is a feasible way to deepen the reform of Higher Special Education Specialty in China from the perspective of "combination of education and health". Special education is a highly applied field. We need to constantly improve it in practice and make new exploration and Reform on the development model of higher special education in China.

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