

Research on the Current Situation and Development Strategies of Practice Teaching in Special Education Majors of Normal Colleges

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Abstract: This paper aims to discuss the current situation of practice teaching of special education majors in normal colleges, analyze the existing problems and challenges, and put forward corresponding development strategies. Through in-depth research on teaching mode, teaching resources and teachers' strength, combined with domestic and international experiences and empirical case studies, it provides useful references for the development of practice teaching of special education majors.

1. Introduction

Special Pedagogy is a science that studies the laws, principles, and methods of special education and teaching, and is a branch of education. It generally focuses on special children of school age. The so-called special children mainly refers to "defective children", "handicapped children", so special education can be subdivided into "blind children's education", "deaf children's education", and "mentally retarded children's education".

Special education was first developed in the West, and it became a major in higher education in April 1868, with Dr. William H. Warnock as the main founder of this major. He graduated from Oxford University and wrote Special Child Special Pedagogy, which is still the authoritative textbook for special education major students.

In China, the development of special education program is relatively late. China's higher education special education program began in the 1980s, and it was led by several directly affiliated normal universities of the Ministry of Education, such as Beijing Normal University, East China Normal University, Southwest University, etc. Beijing Normal University established the first special education teaching and research department in China in 1980, which marked the beginning of special education in China entering the disciplinary vision of pedagogy, after which the teacher training of special education also began to become formalized. The Department of Special Education of East China Normal University was founded in 1997, which is the first special education department in China.

At present, a total of 59 universities in China, including Beijing Normal University and East China Normal University, have opened special education major. Since the 18th CPC National Congress, the Party and the government have attached great importance to the work of special

education, and made a series of major decisions and deployments, and the cause of special education in China has made great progress, presenting an unprecedented new situation. The popularization level of special education at all levels and in all categories has been comprehensively improved; the scale has been continuously expanded; the education level of persons with disabilities has been significantly raised; and their right to education has been further safeguarded. Higher education for persons with disabilities, as an important part of the high-quality development of the cause of persons with disabilities, has been developing rapidly under the guidance of relevant national policies and documents.

As an important part of the education system, special education majors are of great significance in promoting education equity and guaranteeing the right to education for children with disabilities.^[1] As an important base for cultivating special education talents, the quality of practice teaching in normal colleges is directly related to the cultivation effect of special education teachers and the development of special education. Therefore, it is of great theoretical and practical value to study the current situation of practice teaching in special education majors in depth and explore its development strategies.

2. Analysis of the Current Situation of Practice Teaching

2.1 Teaching Mode and Method

At present, the practice teaching of special education majors in normal colleges is still based on traditional classroom lectures in teaching mode, lacking innovation and flexibility. In terms of teaching methods, although attempts have been made to use diversified means such as case teaching and simulation teaching, a systematic and regularized practice teaching mode has not yet been formed. The following are some common practice teaching modes:

Individualized Teaching Mode: This is a commonly used mode in special education, focusing on teaching for the individual needs of each student in order to provide the most appropriate learning environment and teaching content. In educational practice, this model emphasizes in-depth understanding of and respect for students' individual differences. Educators need to understand each student's specific situation in detail, formulate targeted teaching plans, and provide individualized support and counseling.

Group cooperative teaching mode: encourages cooperation and communication among students, and develops students' teamwork and social skills through group discussions and collaborative task completion.

Technology-assisted teaching mode: With the continuous development of science and technology, technology-assisted teaching has become increasingly prominent in special education. Modern technological means, such as multimedia and intelligent software, are utilized to assist teaching, improve teaching effect and help students better understand and master knowledge.

Community integrated education model: This model emphasizes the interaction and integration between special education students and general students, and enables special education students to learn and grow in a wider social environment through joint participation in classroom and community activities and other means.

In addition, practice teaching includes a number of aspects such as the basic skills practice module, the professional skills practice module, the rehabilitation skills experiment module and the educational research module for special education teachers.^[2] These modules cover a wide range of skills and practical abilities from basic to professional, aiming to help students improve their special education practical abilities comprehensively. In summary, the practice teaching mode of special education majors in normal colleges is diversified, aiming to improve students' educational practice ability through various ways and means, so that they can better adapt to the needs of special

education work.

2.2 Teaching Resources and Facilities

There is a relative lack of practice teaching resources for special education majors, and the teaching facilities are not perfect. Some colleges and universities lack specialized special education laboratories and training bases, which cannot meet the needs of practice teaching. Meanwhile, special education teaching materials and practice teaching guides are also relatively insufficient, which restricts the in-depth development of practice teaching. The following are some common resources and facilities for special education majors in practice teaching:

Specialized classrooms and laboratories: Institutions are usually equipped with specialized special education classrooms, including simulation classrooms, sensory integration training rooms, etc., for students to conduct practice teaching operations and observation and learning. Relevant laboratories, such as psychological assessment laboratories, rehabilitation skills laboratories, etc., may also be set up to support students' experiments and researches on specialized skills.

Practice teaching bases: In order to enable students to practice in real educational environments, institutions will actively cooperate with special education schools, rehabilitation organizations, etc. to establish practice teaching bases. In these bases, students can participate in the teaching and management of special education classrooms and experience the actual situation of special education work.

Educational technology resources: With the development of information technology, special education majors also make full use of various educational technology resources to support practice teaching. These include multimedia teaching equipment, special education software, online teaching resource libraries, etc., which can help students better understand and apply special education knowledge and skills.

Specialized books and journals: Institutional libraries usually have a large collection of specialized books and journals in the field of special education for students to access and study. These resources can help students gain an in-depth understanding of the theory and practice of special education, broaden their horizons and enhance their professionalism.

Professional Teaching Staff: Excellent teachers specializing in special education are important resources for practice teaching. They not only have rich experience and professional knowledge in special education, but also can provide effective guidance and support for students and help them solve problems encountered in practice.

To sum up, special education majors in normal colleges have more perfect resources and facilities in practice teaching, which provide students with a good environment and conditions for practice learning, and help to cultivate students' practical ability and professionalism. At the same time, the institutions are constantly improving and updating these resources to meet the development and changes in the field of special education and the needs of students' learning.

2.3 Analysis of Teachers' Strength

Teacher strength of practice teaching in special education is one of the key factors to ensure the quality of education in this specialty, and at present, the teacher strength of practice teaching in special education is relatively weak. Some teachers lack practice experience in special education, which makes it difficult for them to effectively guide students' practice teaching. In addition, the teacher training mechanism of special education majors is not sound enough, and the professional development and teaching ability of teachers are limited. The following is an analysis of the practice teaching faculty strength of special education majors:

Professional Background and Academic Level: Teachers of practice teaching in special

education majors usually have profound professional background in special education, and they have not only made achievements in the theory of special education, but also accumulated rich experience in practice teaching. These teachers usually have master's or doctoral degrees and have conducted in-depth research in the field of special education. Their high academic standards enable them to provide students with cutting-edge theoretical knowledge and practice guidance.

Practice Experience and Teaching Ability: Practice teaching faculty in special education programs have not only extensive theoretical knowledge, but also practice experience. Many of them have worked practically in special education schools, rehabilitation organizations, etc. and have an in-depth understanding of the actual needs and challenges of special education. This practice experience enables them to better guide students in practice teaching and help them apply their theoretical knowledge to real-world situations.^[3] In addition, these teachers have excellent teaching skills. They are familiar with the teaching methods and tools used in the special education profession, and are able to develop individualized teaching plans according to the actual situation of the students, and to stimulate the students' interest and motivation in learning by adopting flexible and diversified teaching methods.

Teamwork and resource integration: Teamwork and resource integration among teachers are also crucial in practice teaching of special education majors. Excellent teachers are able to work closely with other teachers, make practice teaching plans together, share teaching resources and experience, and form a synergy to improve the quality and effect of practice teaching. In summary, the faculty of practice teaching in special education is an important guarantee to ensure the quality of education in this specialty. Teacher teams with profound professional background, rich practice experience, excellent teaching ability and continuous learning spirit can provide students with quality practice teaching experience and promote their overall development.

3. Problems and Challenges

Although special education majors in normal colleges have made some achievements in practice teaching, there are still some problems and challenges. The following is an analysis of these problems and challenges:

3.1 Insufficient Resources for Practice Teaching

Inadequate facilities and equipment: The practice teaching facilities and equipment of special education majors in some institutions are relatively lagging behind, unable to meet the teaching needs of modern special education. For example, there is a lack of advanced rehabilitation training equipment, special education software, etc., which affects the effectiveness of practice teaching.

Limited practice teaching bases: Although some institutions have established practice teaching bases, the number is still limited and unevenly distributed. This leads to insufficient opportunities for students to practice, making it difficult for them to fully experience the actual environment of special education work.

3.2 Weak Teaching Staff

Insufficient professional background: some practice teaching teachers lack a professional background in special education and do not have an in-depth understanding of the theory and practice of special education. This leads to possible limitations in their guidance of students' practice teaching and makes it difficult for them to provide effective professional guidance.

Lack of practice experience: Although some teachers have a professional background in special education, they lack practice work experience and have insufficient understanding of the actual

needs and challenges of special education. This makes their guidance in practice teaching may be detached from reality and difficult to help students solve practice problems.

3.3 Single Mode of Practice Teaching

At present, the practice teaching mode of special education majors is relatively single, mainly focusing on educational internship and apprenticeship. This single mode of practice teaching may not be able to meet the diversified needs of students, nor can it fully exercise students' practical ability and innovation ability.

4. Exploring Development Strategies

4.1 Improve the Teaching System

Normal colleges should build a scientific, systematic and comprehensive practice teaching system for special education majors; focus on the combination of theory and practice, and strengthen the design and implementation of practice teaching links.^[4] At the same time, the colleges should improve the evaluation system of practice teaching; establish diversified evaluation standards and methods, and comprehensively evaluate the effect and quality of practice teaching.

4.2 Optimize the Environment for Practice Teaching

Normal colleges should increase the investment in practice teaching of special education majors; build specialized special education laboratories and training bases, and provide strong hardware support for practice teaching. At the same time, they should strengthen the cooperation with special education schools and organizations; expand the platform for practice teaching, and provide more practice opportunities and places for students.

4.3 Enhancing Teachers' Quality and Ability

Normal colleges should strengthen the training and further training of teachers specializing in special education, and improve their theoretical knowledge and practical skills in special education.^[5]

At the same time, they should establish a perfect teacher incentive mechanism and evaluation mechanism to encourage teachers to actively participate in the research and practice of practice teaching reform and innovative practice teaching models and methods.

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