

Talking About the Cultivation of Students' Listening Ability in The Applied Chinese Teaching of Training Vocational High School

-- Take Qingyang Special School as An Example

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Abstract: For students, especially vocational high school students in schools with intellectual disabilities, listening ability is directly related to the quality of their studies and their subsequent careers. Good listening ability can not only improve their concentration, but also actively think in the process of listening. Therefore, applied Chinese cannot teach book knowledge mechanically, but guide students to learn to listen and learn through learning, Thinking, and constantly promote the development of students.

Keywords: Vocational High School for Students with Intellectual Disabilities, The application of Chinese, Listening ability cultivation.

1. Introduction

There are more than 240 students in Qingyang District Special Education School, including more than 150 students with autism spectrum. The school offers courses in accordance with the Ministry of Education's "Trial Plan for Compulsory Education Curriculum Setting in Schools for Intellectual Education". Classroom teaching is assisted by individual training and group training to combine education and rehabilitation, and offer a number of rehabilitation activities. Listening, as the main way of learning for ordinary students, is not suitable for students in this school. Repeated reinforcement of mechanical memory is the main way for them to learn. Vocational high school classes are no exception. There are ten students in the vocational high school class. Through scientific assessment, students' abilities are divided into three levels for differentiated teaching: 3 students in the A level, 4 students in the B level, and 3 students in the C level. A-level students can give timely feedback to the questions raised by teachers in the classroom, and in most cases can actively and effectively interact with teachers, and can make expected behaviors as soon as possible after teachers issue instructions; B-level students Instructions cannot be responded to in time and need to be repeated by teachers, and students in group B cannot actively interact, but can answer multiple questions; students in layer C need the assistance of their parents to interact, and some instructions cannot be given. give the correct response. The meaning of the vocational high school class is that after graduation, students can enjoy a dignified and quality life in the least restrictive environment. Therefore, in vocational high school, in addition to textbook knowledge learning, it is particularly important to cultivate students' listening ability. The premise of good listening ability is good attention. Effective listening enables students to have a good ability to obey tasks at work, while being good at listening also enables them to have harmonious interpersonal relationships.

2. Listening Ability in Chinese Teaching in Vocational High School for Students with Intellectual Disabilities

2.1. Students' Listening Ability

The students of Qingyang Special School are all intellectually backward students, mainly with moderate to severe intellectual disabilities. The cognitive level is far behind that of normal children of the same age. In terms of attention: narrow attention span, poor attention distribution and poor attention stability; in memory: slow memorization, poor retention, lack of purpose in memory, but relatively good mechanical memory. In terms of language and thinking: delayed language development, poor language comprehension and expression ability, and weak abstraction and generalization ability. In the case of inattention, it is difficult for students to listen effectively, and ineffective listening cannot lead students to think positively.

2.2. Lack of Good Listening Habits

For the students of vocational high school, the cultivation of listening ability is very important. Good listening can promote students' thinking, and at the same time contribute to the improvement of students' social communication skills. However, in the stage of compulsory education, teachers focus on cultivating students' ability to listen to short instructions, so they can respond to instructions such as "turning the book", "reading" and "writing", but their response to long instructions is not enough. The segment teachers were also not trained for long instructions. And speaking actively in the free teaching stage can be praised. Therefore, in the applied language class, some students will interrupt others loudly in order to express themselves, which will affect the effect of the class.

2.3. Blindness of Listening

Listening is the premise of thinking. Only by listening carefully to the problem can we understand the problem, find the problem and solve the problem. However, in the actual teaching process, even if the students with better ability can listen carefully, their listening is still blind. is authority. Therefore, they do not question the content of the teacher's speech, and cannot distinguish between right and wrong.

2.4. Inaccurate Listening

For students with good ability to concentrate, the time of concentration in class is far lower than that of normal children, because they are easily affected by other things in the learning process, which makes students not fully listening to the teaching content in class, have little understanding of what they have learned, resulting in misunderstandings. In addition, some teachers' Mandarin is not standard, and there are cases of using dialects in the classroom, which is easy for students to misunderstand the content and affect the learning efficiency. Therefore, teachers need to start from the actual needs of students, create an efficient learning classroom teaching environment, and promote the development of students.

3. Students' Listening Ability in Chinese Teaching in Vocational High School

3.1. Home-school Cooperation for Capacity Building

For students with attention deficits, teachers can also conduct special training in school. In Chinese teaching, words and sentences are the foundation, so you can also use "listen to find words", "I write you remember", "Everyone find faults" "We are all good friends" and other games to cultivate students' concentration, listening and logical thinking ability.

At the same time, it is also possible to carry out attention training through home-school cooperation. Teachers provide training advice to parents, and parents conduct attention training for students. During training, parents need to create a quiet, comfortable and good family atmosphere for their children. Minimize disruption to students.

3.2. Play the Role of Teachers as Role Models

In schools, teachers are the most direct role models for students, and their words and deeds will have a profound impact on students. Therefore, in order for students to learn to listen, teachers must first be a patient listening and thinking person. When students answer questions, no matter whether their expressions are clear or not, teachers should listen to them patiently, do not interrupt them at will, and give them full respect and free expression space, so that they can be recognized by teachers. So that you can think with more confidence. The teacher's patient listening also sets an example for the students, so that they also learn to listen to others, respect and understand others.

3.3. Create an Environment Conducive to Listening

Due to the poor self-control ability of students and the short duration of intentional attention in the classroom, teachers need to create a learning atmosphere that is conducive to students' listening, use vivid teaching situations to attract students' attention in class, stimulate students' interest in

learning, and make students' learning The mind stays active. In addition to monotonous text, teachers can use multimedia video playback, animation functions and picture browsing functions to create a teaching situation combining dynamic and static for students and stimulate students' various senses. At the same time, it can also stimulate students' thinking through situational performances, preset a situation for students, let the students perform by themselves, and the rest of the "audience" think about whether the students who perform in this situation are right or wrong. Impressions can also lead to more profound thinking of students.

3.4. Questions in Class Stimulate Willingness to Listen

In teaching, the questioning method is the most effective method in the classroom consolidation stage. The teacher's questioning directly affects the students' listening skills. Therefore, teachers must pay attention to skills in asking questions, and take care of every student. Students who are not asked will have the wrong idea of "I don't need to listen, anyway, the teacher won't ask me." In addition, some teachers like to ask questions in the way of driving a train, which will cause students to only know what they should answer, but lack of thinking about other questions, and their knowledge is not sufficiently solid. Therefore, teachers should pay attention to the flexibility of asking questions, so that all students can concentrate, think about the questions raised by teachers, and arouse students' enthusiasm and initiative in learning. Due to the particularity of students, teachers should also implement hierarchical questioning. For students with good ability, they can ask more in-depth questions, and for students with poor ability, the teacher's language should be concise and clear, so that every student can answer it and get A sense of achievement, stimulate the desire to learn.

3.5. Timely Evaluation to Cultivate Listening Habit

For students, teachers' recognition and encouragement are powerful motivations for learning. In the process of developing students' listening ability, teachers should respond to students' performance in a timely manner and encourage them in time, so that they can enjoy the joy of success and experience listening and thinking. The joy of coming, strengthen students' confidence in learning. Teachers should be good at discovering the bright spots in students, and make timely evaluations of students' active listening attitude, serious speech, positive thinking, courageous speech, etc., rather than simple general words such as "you are awesome". . In the case of students being distracted or affecting other students, teachers should solve it in a tactful and humorous way, rather than strictly stop it.

The development of listening and thinking ability of vocational high school students is not an overnight thing, but a protracted battle. Not only teachers in vocational high schools need to work hard, but teachers in the free teaching section also need preliminary training. In addition to the applied Chinese classroom, teachers also need to be good at finding opportunities, cooperate with other course teachers, cultivate and train listening and thinking skills at the right time, mobilize students' enthusiasm for learning, and make students feel happy in listening and thinking, benefit later in your career.

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