

"INTERNET +" SPECIAL SCHOOL MATHEMATICS CLASSROOM TEACHING STRATEGY

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ABSTRACT

Along with the development of internet technology, the information technology support for the policy, software development and application of special education has obtained certain achievements, but what specific students, information technology is mainly used to solve the special difficulties of education from the aspects of what, how to participate in the interaction between teachers and students to participate in the classroom, specific to a particular subject how to make use of internet technologies to improve the teaching effect and efficiency, to help the development of special students better, and so on these questions remain unresolved. Through understanding the special student to the teaching strategy ADAPTS the level and the group difference; To understand the identification of special students with Internet technology and the group differences; Analyze the problems in teaching strategies for special students and their relationship with internet technology; Explore the teaching strategies of teachers in the 'Internet +' special mathematics classroom.

Keywords: Special education, special students, mathematics teaching, teaching strategy.

INTRODUCTION

Special students mainly include students with visual disability, hearing disability, language disability, physical disability, intellectual disability, mental disability and multiple disabilities. Mathematics can help special students cultivate ability, form scientific values, outlook on life and world outlook, and cultivate students to obtain rational thinking, etc. Mathematics learning is particularly important for special students. Internet technology is more and more developed, there are some schools in the hardware environment and special education for the construction of digital resources has achieved good results, the optimization of special schools information equipment, construction and development of special education information resource, to develop special school information technology curriculum standard instruction special school information technology curriculum development, and so on. I believe that all people are created equal, and I hope that the state can provide more help for them, so that they can receive education as equal as normal students, and let special education take the high-speed train of internet development. By combining the internet with special mathematics classroom teaching, effective teaching strategies are selected to help students learn mathematics well and develop the ability of special students.

Information technology support for special education policies in China, software development and application has achieved certain results, but what specific students, information technology is mainly used to solve the special difficulties of education from the aspects of what, how to participate in the interaction between teachers and students to participate in the classroom, specific to a particular subject how to make use of internet technologies to improve the teaching

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effect and efficiency, to help the development of special students get better, and so on these questions remain unresolved. In addition, the research objects of information technology are mainly visual and hearing impaired groups, and they present or transmit functions from the functional aspect, but are not applied in the classroom.

We must understand the special student to the teaching strategy adaptation level and the group difference; To understand the identification of special students with internet technology and the group differences; Analyze the problems in teaching strategies for special students and their relationship with internet technology; Explore the teaching strategies of teachers in special mathematics class based on "Internet +".

Integration of "Internet +" and special schools

Development status of "Internet +" combined with education

At the third session of the 12th National People's Congress, premier li keqiang put forward the "Internet plus" action plan for the first time, pointing out that the latest achievements of the internet should be deeply integrated with traditional industries to create a new development ecology. [1] with the "Internet +" written into the government work report and becoming an important strategy between countries, the internet has become the dominant engine for the transformation and upgrading of various industries. A net, a mobile terminal, millions of students, school term you choose, your choice of the teacher, this is the "Internet + education" (2) the integration of internet and education, as a special education has brought the dawn, how to use the internet, the internet into the special education mode, how to seize the opportunity of development of special education, is an important subject need to think seriously about the strict treatment.

Disabled students in special education make use of the internet to make up for their development defects. For students with hearing impairment, mobile terminals such as tablet computers, laptops and mobile phones are used to integrate text and pictures with video so that they can obtain knowledge through visual channels. In special education, autistic students use the internet to enhance the communication between teachers and students, weaken the fear of communication between autistic students and others, enhance self-confidence, and slowly open their hearts in communication.

For students who cannot be taught in class due to their special physical conditions, we provide an exclusive internet learning platform to break the limitation of time and space. The website is open all day long, rich in resources and easy to find, and according to their own actual situation to develop their own learning plan.

Video is a website specially designed for students with physical disabilities and travel difficulties, so that students can exercise and build a strong body without leaving home.

Difficulties in the integration of "Internet +" and special education

Special education resources are not sound, and they are mainly manifested in three forms [3]. Secondly, it is rich in general education resources with a complete variety, but it is not suitable for special education. Finally, there are fewer courses for students with special needs. There are various types of special education school campus network system, the national special education resources, education and teaching data cloud sharing platform. [5] Therefore, online courses are rich in resources, but there are few courses suitable for special students.

Infrastructure is not sound, the current applicable internet terminals are mostly designed for ordinary people, there is no infrastructure specifically designed for special students. And in

most special schools, due to insufficient funds and other reasons, there are not enough computers and tablets for students to use, so that teaching with the internet is more difficult. The school wants to enrich students' learning content, teach students in accordance with their aptitude, place students in the position of learning subject, and meet the needs of students' individual development. With the help of the internet, special students are divided into different interest groups according to different situations to carry out handicraft class, painting class, video picture class, audio class and so on. But how to carry out the course, how to let the student cooperate and adapt to have certain difficulty.

Mathematics classroom teaching strategy

1. To build independent and harmonious interpersonal relationships [6] : interpersonal relation in the classroom teaching in teachers and students, interaction between students and students, good classroom interaction can promote the teaching democracy, promote between teachers and students, live to establish a democratic equal and friendly harmonious relationship, create a lively, active learning environment and rich connotation. Compared with normal students, there is a big gap in psychological quality and state between special students and normal students. Therefore, math teachers should make more efforts to create independent and harmonious interpersonal relationship in class, so that students can open their minds and let down their guard. The mathematics teacher maintains through the emotion, lets the student positively take the initiative under the teacher's leadership, studies earnestly.
2. Preparation students: the self-confidence, scientific attitude and rational spirit acquired by students in learning are more valuable than the simple acquisition of knowledge. Therefore, teachers should make preparations in the following aspects: preparing students' cognitive basis. In other words, based on the current knowledge level of students, it is necessary to know what knowledge they have mastered and what knowledge is difficult for them. Cognitive emotion of students: know what kind of mathematics learning content students are interested in, and improve students' attention by attracting students' interest.
3. Reasonable use of group cooperation: on the one hand, teachers can divide students into groups according to their learning ability; On the other hand, teachers divide the work in groups according to students' willingness. Teaching in groups should be open to all students and acknowledge and respect individual differences. Once the situation of "students encourage each other and teaching and learning benefit each other" appears in group learning, it will stimulate students' greater learning interest and enthusiasm.
4. Active use of teaching methods: teachers' "teaching" guides students' "learning". In the teaching activity, the student is in the main body position, the teacher is in the leading position. Teachers should use their own teaching experience and teaching knowledge, and choose all kinds of effective teaching methods. Teachers should be committed to internalizing teaching objectives into the knowledge and skills mastered by students.

Research on problems and causes of "Internet +" special school mathematics classroom teaching strategy

Research and analysis on classroom teaching strategies of "Internet +" special schools

First of all, mathematics strategy is suitable for students with less disability or better mental state. According to the hierarchy of needs theory, there are different levels of needs, including physiological needs, security needs, belonging to love needs, respect needs and self-actualization needs. Physiological needs are the lowest level, and self-actualization needs are the highest level. The emergence of needs follows the order of hierarchy. Generally speaking, people will pursue higher needs on the basis of meeting their first needs. For students with less disability or better mental state, although there are some physical defects, as long as they meet

the basic physiological needs, they will pursue higher levels until they meet the highest needs. However, for students with large physical defects and poor mental state, it is difficult to have a higher level of pursuit, so the general mathematics teaching strategy is not suitable for them. Secondly, teachers fail to diagnose individual differences sufficiently when using internet technology and neglect that internet science and technology should be applied to students with different degrees of disabilities. Special students mainly include students with visual disability, hearing disability, language disability, physical disability, intellectual disability, mental disability and multiple disabilities. We need to target different groups and adopt different internet technologies. For the same group of students with different degrees of disability, different internet technology means are also adopted.

Finally, the combination of mathematics classroom teaching strategies and internet science and technology is inappropriate. Mathematics classroom teaching strategy includes: building the independent harmonious human relations, prepares the student, the reasonable use group cooperation, USES the teaching method and so on. Only by applying these teaching methods to the special students and combining with the corresponding internet technology can we achieve the expected results. In other words, reasonable use of internet science and technology can effectively improve the adaptability of mathematics teaching strategies.

Analysis on the causes of the research on classroom teaching strategies of "Internet +" special schools

Achievement motivation in school context includes three aspects: cognitive drive, self-improvement drive and subsidiary drive. Cognitive drive refers to students' desire to know, understand and master knowledge and their tendency to solve problems. Meaning learning is the most important kind of motivation. The tendency of students to be curious. Self-improvement drive: it is a kind of need to be competent for certain work and achieve certain achievements through one's own efforts, so as to win a certain social status. The drive for self-improvement points to a certain social status, and it is satisfied by winning a certain status. Subordinate drive: the need for individuals to do well in school or work in order to maintain the approval or recognition of authority of elders. For students, the subsidiary drive is manifested as the need for students to study hard and get good grades in order to win the recognition or approval of parents or teachers. Therefore, teachers should adopt different incentives for different students and use internet technology to create a relaxed and warm learning environment and stimulate students' interest in learning.

For students of different defects, according to their aptitude, and create a different study groups for eyesight disabled students: can they audio teaching and using 3 d printing technology, the process of lecture, using audio or simulate the teaching situation, such as 3 d printers, and make students more intuitively link mathematics and real life, easy to understand the application of mathematics in real life, cultivate the students' mental skills. For students with mild visual impairment, VR and other technologies can be used to let students feel the problem situation, increase their perceptual knowledge of mathematics, and help students solve practical problems with mathematical knowledge. For students with hearing defects, the internet technology can be used to enrich students' vision, and the small video of mathematical courseware, mathematical modeling and mathematical analytic trajectory can be used to enhance their learning interest. Students are divided into groups according to the degree of hearing impairment. Internet technology is used to make students feel the sound as much as possible without further damaging their hearing. For students with other disabilities, create a lively environment through the internet that attracts students' interest and motivates them to study hard, and guide them to learn.

CONCLUSIONS

Under the promotion of "Internet +", special mathematics education and the internet go towards integration and innovation. The internet has given rise to changes in the way mathematics is taught in special education, the content of mathematics education, the access to mathematics resources, and the way mathematics is learned through mutual assistance. With the help of "Internet +", the strategic positioning, infrastructure, information resources, and the level of teachers have been transformed, and the mathematics classroom in special education has been transformed.

In other words, the teaching method is intelligent to make up for the defects of sensory function. The education content is rich, realizes the individuality study; Easy access to resources to provide a new learning model; Network USES interactive change, highlight student main body position.

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