

To "Good" Growth Embellish "Virtue" to the Future——Integrated Education to Protect the Harmonious Development of Special Children

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Abstract: As the saying goes, "There are a thousand Hamlets for a thousand readers." Every child is a different individual, due to the differences in family environment, social relations, education and so on, personality, special skills, needs will also be different. Our garden adheres to the educational concept of "harmony but different harmonious coexistence", to create a warm, comfortable and appropriate educational environment, follow the children as the main body, inspire children to know themselves, adapt to the environment, gradually release their personality, promote the healthy and happy growth of children, get diversified experience, better integrate into the collective life.

Keywords: Integrated Education; Support Policies; Operation Strategy

Introduction

"Good is the root of peace and harmony is the fruit of good." The kindergarten adheres to the cultural concept of "harmony", keeps pace with The Times, actively innovates, and advocates the new concept of education under the cultural background of "harmony" of "kindness is the best treasure, virtue is the good garden". By upgrading the construction of special education development projects, under the guidance of experts, to promote the comprehensive and harmonious physical and mental development of special children, teachers take the road of professional growth, and strive to create a "Lianxin project" with the cultural characteristics of "harmony". What is "lotus heart", that is, every family, every child like every lotus seed in the lotus seed, gathered together, formed the kindergarten this harmonious big family, with our love to care for each child's healthy growth.

1. From "learning" to "growth", uphold the concept of harmony and creation of all things.

"And all living things, endless." My garden to "and" see que, respect children's individual differences, individualized teaching, create inclusive acceptance, love and mutual help of the growth environment, pay attention to every life, pay attention to every involvement, promote children's free growth.

1.1 Focus on growth and set up Lianxin Care Group

In order to respect the individual differences of children, so that all children can get appropriate education, so that each child can get the best growth and the best adaptation to the society, we set up the "Lotus Heart" care group. The group consists of a special working group with the principal as the leader, two deputy principal as the deputy head, the director of the teaching department, and the teachers' representatives, which establishes the work objectives, formulates the relevant system, defines the work responsibilities, and provides care, education and help for the children with special needs and their families. "Lianxin" care group creates opportunities and conditions for every child through half-day activity observation, infant development evaluation, health care knowledge guidance and other ways, to cultivate upward dream, civilized and virtuous, kind and loving, and beautiful and delicious little virtuous angels.

1.2 Focus on survival and create integrated resource room

As the saying goes, "A thousand readers have a thousand Hamlets." Every child is a different individual. Due to differences in family environment, social relations, educational background, etc., there will be differences in personality, expertise and needs. In order to enable children with special educational needs to be taught according to their aptitude, our kindergarten has created an integrated resource room. There are quiet fine motor training areas and rehabilitation areas rich in materials in the resource classrooms of our garden. The whole center embodies aesthetic art, regional self-selection, independent activities, the combination of individual training and intensive training, giving consideration to the private and open pattern, giving special care to children with special needs, but also providing different interactive platforms for other children.

1.3 Focus on your life and create a personality plan

Famous educator Tao Xingzhi put forward: "Life is education, a day of life is a course." Every activity of children from entering to leaving the kindergarten every day is the embodiment of the core value of children's all-round development. Records of exceptional children were established through the Exceptional Child Assessment Scale (ADL). Then, according to the detailed observation and record of children's daily life behavior, the homeroom teacher analyzes the performance and behavior of special children in different links, and sets corresponding long-term and short-term goals according to the development of seven areas, including sensory perception, gross movement, fine movement, self-care, communication, cognition and social skills. Develop a growth plan that highlights individuality and teaches students according to their aptitude. The formulation of individual plan can effectively present the development of children at each stage, which is convenient for teachers to provide more effective teaching strategies through observation, record and summary, and lay a foundation for children to better integrate into group life. Fusion game refers to the game content carried out by the class; Custom games are personalized games based on good physical and mental characteristics. For example, one day I tried the class blowing game. In the game, the teacher found that he could not blow with a straw and his mouth was weak. Therefore, in order to develop customized games, the teacher carried out the game of blowing gloves to exercise the breathing ability and oral strength. Thus it can be seen that customized games are the complement and addition of integrated games, and the two are mutually permeating and inclusive.

2. From "goal" to "demand", clear and gentle course orientation

Our garden actively excavates the educational connotation of "He" culture, and will rely on, promote and co-exist with the "lotus heart" care education activities. With the overall goal of "promoting the harmonious development of children's body and mind", we focus on children's life growth and emotional experience, find the growth code, attach importance to the key experience, and build a gentle "lotus heart" care course.

2.1 Cultural orientation and comprehensive convergence.

In accordance with the characteristics of children's physical and mental development and the spirit of the Learning and Development Guide for Children aged 3-6, the "Lianxin" care and education activities of "affinity, integration and inclusiveness" have been established. The "Lotus Heart" care and education activities of our garden are the core of inheriting the "harmony" and "happy learning" of Confucius. By interpreting the "harmony" culture, tasting the "harmony" culture and enriching the "harmony" culture, the special education activities are cultural, inclusive and diverse, providing conditions and opportunities for every child, highlighting the new form of "lotus heart" care and education activities. Cultivate upward dream, civilized and virtuous, kind and loving, and beautiful and delicious little angels of virtue.

2.2 Effective implementation and diversified development.

Every child is an angel. In order to make them grow up more actively, healthily and happily, our garden makes full use of outdoor natural workshops, creates a variety of indoor areas and rich game materials, pays attention to children's "weak points" and seeks "growth points". Combining task analysis method, game teaching method and sensory teaching method, it forms three practice patterns of "lotus heart" care education activities.

"Pro-nature" independent activities: Professor Liu Xiaodong said: "Children are the children of nature, human is a part of nature,

the most obvious is the nature of children, childhood is the expression of nature." In order to improve the sense of perception, attention, motor ability, emotional adjustment ability, creativity, kindergarten through the reconstruction of the kindergarten outdoor natural game environment to enrich children's outdoor independent activity experience. For example, we construct activity exploration areas such as "Colorful Harmony Garden", "Change Change Mud Garden", "Song Song Sand Garden", "Green Green Grass Garden", "Dense Forest Garden", "Many Fields" and "Glistening Water Garden", explore a variety of natural materials, design a variety of activities suitable for children's learning and playing, enrich children's language, cognitive and communicative abilities, and help children form a learning attitude close to nature. Awaken children's life consciousness.

"Pro-social" experience activities: deeply excavate the human resources of children, teachers and parents, integrate and develop the environmental resources around the kindergarten, expand and use the community cultural resources, establish the theme resource database conducive to the needs of teachers' activity organizations, and support the development of "pro-social" experience activities. Through the establishment of education base outside the park, to carry out a series of social practice activities; Explore the educational value of all kinds of traditional festivals, social commemorative festivals and other festivals, and carry out all kinds of festival education activities; Around the establishment of various activities in Xin 'an Huayuan Community on Xin 'an Street, where the kindergarten is located, various forms of social education activities are carried out in the form of education with small hands and big hands, so that children can adapt to the society with the virtue of "harmony" in the rich and colorful social experience, and obtain diversified development.

"Personally Me" game activity: Create a loose and harmonious class atmosphere, so that children with special needs can gradually adapt to the kindergarten life physically and psychologically. Attach importance to creating a warm and childlike environment to increase the interest of children with special needs in participating in activities. According to children's age characteristics and differences, the language area, education area, art area, construction area, etc., create a rich and colorful platform to show themselves, so that children can personally feel "I can", "I can", "I am great" in the real situation, promote children's self-growth experience, achievement and confidence.

Our "Lianxin" care education activities are still in practice and exploration. According to the development of different children, we continue to simplify, decompose, replace and restructure, and find the "best practice way" to improve the effectiveness of "Lianxin" care activities.

2.3 Multiple evaluation, lift help.

Children, teachers and parents are the researchers, designers and implementers of the activity. In the process of the implementation of the activity, teachers can understand the curriculum implementation and children's physical and mental development level through careful observation in the activity, combining with the Archives of Children's development and Growth, the Observation records of individual children and the Observation Records of Teachers' one-day activities. In combination with "Curriculum Implementation Group Discussion", "Half-day Activity Evaluation" and "Theme Activity Evaluation", conduct evaluation and diagnosis of activities and implementation process, find out the shortcomings of activity setting and implementation process, evaluate the suitability and effectiveness of activities, and give feedback, coordination and adjustment in time. With the help of children's micro expressions, body language and actions, to understand children's ability development level and activity suitability and improve. Parents are the participants, supporters, collaborators and evaluators of the kindergarten theme activities. Parents' evaluation of the activities is diversified and multi-channel. My garden through the trinity of "children's growth file", "activity statement", "site interactive" and other forms, to promote the idea of the activity, objectives, content, etc., to guide parents to use a professional perspective to look at the development of special children.

The kindergarten pays attention to children's "weak points" and seeks "growth points". It makes full use of outdoor natural workshops, creates a variety of indoor areas and rich game materials, so that children can connect and interact with teachers, peers and the environment, highlighting the new form of "lotus heart" care activities, and cultivating virtuous little angels with dreams, civilization, love, beauty and taste.

3. From "dispersion" to "focus", take action strategies of professional research

Our kindergarten actively implements the construction requirements of the Series Assessment Manual for Special Children,

deeply thinks about the integration of kindergarten-based curriculum and "Lianxin" care education activities, strengthens the awareness of "children are the subjects of learning", further defines the concepts of "inclusive and integrated", "respect for individual development" and "child-centered", and combines reading projects, training projects and research projects. To enhance teachers' theoretical knowledge and professional quality, clarify the relationship between development and function, and set the content and objectives of activities scientifically, so as to make "integration + training" integrated and common, and provide support and protection for more children with special needs.

3.1 "Cherish" the reading project

Following the concept of integrated education, the kindergarten attaches great importance to the theoretical accumulation of teachers. At the beginning of the year, the kindergarten makes the advanced reading plan for teachers. Through the activities of "Guiding" reading, "He Hui" library and bookish campus, all teachers have gained broader ideas in the interaction, and learned new knowledge from books through reading, striving to make new breakthroughs in the educational concept.

3.2 "Lian Hui" training program

Focusing on the professional growth of teachers, mining expert resources, combined with the "go out, invite in" learning mode, guide teachers to carry out more efficient "Lianxin" care activities. In 2021, we plan to invite Zou Xiaodong, a researcher from Xinwu District Teacher Development Center, Zhu Yimin, director of Wuxi Early Intervention Center for Special Children, Ding Aiping, a teacher from special School, and other experts to the garden for special training, such as rehabilitation training, psychological navigation, and theory improvement. At the same time, actively participate in the online teacher training of Xitai Integrated Education, master the new educational trends and strategies, further understand the true meaning of education, improve teachers' education and research ability.

3.3 The "Warm" research project

Establish a teaching and research community, carry out various forms of discussion activities, hone and integrate the professional ability of teachers, give play to the leading role of the backbone, and establish the pyramid of teacher professional development. Through activities such as "cooperative learning, case teaching, teaching observation, situational experience, task-driven, extension study, and special lecture", teachers can share experience and inspire each other, so that teachers can root in the children's view, curriculum view and education view under the integrated education concept in the hearts of every teacher through teaching and research forms such as experience, participation, sharing, communication, discussion, and reporting.

Based on the development of teachers under the background of ecological education, with the characteristics of awakening teachers' growth desire and stimulating their growth motivation, and relying on the three-dimensional integrated research strategy, a collaborative teacher team is built to cultivate teachers' practical ability of individualized teaching, their ability to use professional equipment and their ability to implement individualized education plans.

4. From "individual" to "group", construct multi-dimensional support strategy

The activities of the kindergarten are gamified and life-oriented, creating a free and relaxed environment for Pute children to play, communicate freely and develop their nature in group activities and interact with the home, allowing parents to have a deeper understanding of the integrated education curriculum and a more comprehensive understanding of children's personality and characteristics, promoting special children to improve their original level and forming a growth community of group learning.

4.1 Create a peer support ecosystem.

Companion is one of the important others in the process of children's physical and mental development. Our garden adhering to the concept of integration activities put into consideration, respect for differences, encourage children to free combination, in the form of project team to carry out game activities. In such an integrated atmosphere, ordinary children especially accept special children, play, live, exercise and study with them, learn to care about others, and get emotional satisfaction and ability development through mutual help. For special children, they can imitate the object, can carry on simple language communication, can abide by simple rules, enjoy the fun of activities, feel the happy atmosphere of kindergarten.

4.2 Build a joint mechanism for home interaction

My garden through the garden experience, parents teaching assistants, volunteer service, study discussion and other forms, to help parents establish a scientific view of parenting, grasp the correct parenting method, so that the home in the concept of consistency, synchronization in education, the formation of support for special children learning community. Every semester, we invite all kinds of experts and volunteers to carry out "mother class" to provide help and care for Putt children. Through interactive games and individualized training, we can promote the improvement of children with special needs to different degrees and achieve healthy physical and mental development. At the same time, through open activities, ordinary families can have an in-depth understanding of special children, so that families with special needs can integrate into the collective life of the kindergarten as soon as possible

Conclusion

Education for special children is a continuous and invasive process. Our kindergarten will adhere to the philosophy of "kindness is the best treasure, virtue is the best garden", earnestly implement the integrated education policy, fully explore and integrate the internal and external resources of the kindergarten, pay attention to each child, design for each child, with the mentality of "little lotus is dew, waiting for flowers to bloom", and strive to make every child with special needs can achieve development.

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