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Difficulties and Optimization Strategies in Classroom Teaching for Hearing-Impaired Students under the Background of Inclusive Education

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Abstract

With the comprehensive advancement of inclusive education, hearing-impaired students returning to regular classrooms for education has become an important trend in the development of special education. However, due to factors such as hearing impairment, communication methods, and teaching adaptability, hearing-impaired students still face many difficulties in classroom learning. This paper analyzes the core problems existing in current classroom teaching for hearing-impaired students, explores targeted teaching optimization strategies, aims to improve the quality of classroom learning for hearing-impaired students, and promote the high-quality development of inclusive education.

Keywords

Inclusive Education; Hearing-Impaired Students; Classroom Teaching; Special Education; Teaching Strategies

1. Introduction

Due to impaired auditory function, hearing-impaired students differ from ordinary students in language reception, information acquisition, and classroom interaction. Their classroom teaching needs to consider both particularity and universality. Inclusive education advocates for hearing-impaired students to integrate into regular classrooms to achieve equal access to education. However, problems such as traditional single teaching models, communication barriers, and insufficient resources restrict the learning outcomes of hearing-impaired students. Therefore, solving the difficulties in classroom teaching for hearing-impaired students and constructing a teaching system suitable for their physical and mental development characteristics is a key issue for the integrated development of special education

and regular education.

2. Main Difficulties Faced by Hearing-Impaired Students in Classroom Teaching

(1) Barriers in Communication and Interaction

Hearing-impaired students mainly rely on sign language, lip-reading, text, etc., to obtain information. However, regular classrooms primarily use oral lectures. Teachers' insufficient sign language ability, incomplete information transmission through lip-reading, and overly abstract teaching language make it difficult for hearing-impaired students to fully receive teaching content and engage in timely and effective interaction with teachers and classmates, often leading to knowledge gaps.

(2) Insufficient Adaptability of Teaching Content and Methods

The content, pace, and methods of regular classroom teaching are designed around ordinary students, without fully considering the cognitive characteristics and learning rhythms of hearing-impaired students. Teaching content tends to rely on auditory information transmission, lacking intuitive and visual presentation. Teaching methods are primarily lecture-based, neglecting the advantages of hearing-impaired students in visual learning and hands-on practice, making it difficult to stimulate their interest in learning or meet their individualized learning needs.

(3) Incomplete Teaching Support Resources

Most regular classrooms lack professional teaching assistance devices for hearing-impaired students, such as sound amplification systems, visual teaching tools, and sign language interpreters. Simultaneously, the implementation of individualized education plans for hearing-impaired students is not thorough. There is a lack of collaborative teaching mechanisms between special education teachers and regular teachers, and after-school tutoring and academic support are difficult to follow up, failing to provide comprehensive learning support for hearing-impaired students.

3. Strategies for Optimizing Classroom Teaching for Hearing-Impaired Students

(1) Building Multi-channel Communication Bridges

Teachers should proactively learn basic teaching sign language, standardize their classroom language, slow down their speaking pace, enunciate clearly, and use body movements and facial expressions to convey teaching information. Use visual tools such as written board notes, multimedia subtitles, pictures, and diagrams to achieve multi-channel simultaneous transmission of language information. At the same time, encourage hearing-impaired students to express their ideas through sign language, text, gestures, and other means to eliminate communication barriers in the

classroom.

(2) Optimizing Teaching Content and Methods

Based on the visually dominant cognitive characteristics of hearing-impaired students, make abstract knowledge intuitive and concrete, adopting methods like object demonstrations, situational simulations, and hands-on activities. Implement tiered teaching, setting learning objectives and tasks suitable for hearing-impaired students, simplifying complex knowledge points, and teaching progressively. Incorporate group cooperative learning, allowing ordinary students and hearing-impaired students to interact and help each other, thereby increasing the classroom participation of hearing-impaired students.

(3) Improving the Teaching Support Guarantee System

Schools should equip professional hearing assistance and visual teaching devices, establish special education resource classrooms, and provide personalized rehabilitation and tutoring for hearing-impaired students. Establish a collaborative teaching mechanism between regular teachers and special education teachers, jointly preparing lessons, designing instruction, and providing tutoring, implementing individualized education plans. Strengthen professional training in special education for teachers to enhance their ability to guide hearing-impaired students in learning.

4. Conclusion

The quality of classroom teaching for hearing-impaired students directly affects the realization of their right to education and their comprehensive physical and mental development. Under the background of inclusive education, only by correctly recognizing the particularities of hearing-impaired students' learning, addressing the three major difficulties of communication, teaching, and resources, and providing multi-channel communication, adaptive teaching, and comprehensive support, can hearing-impaired students truly integrate into the classroom and learn effectively. In the future, it is necessary to continue deepening inclusive education reforms, consolidating educational synergy, and creating a fair, high-quality, and adaptable classroom learning environment for hearing-impaired students, thereby supporting their healthy growth.

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