

Exploring the Infiltration Pathways and Methods of American Educational Philosophy in English Teaching for Disabled College Students

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Abstract: This paper provides an in-depth analysis of the current status of English teaching for disabled college students through methods such as survey questionnaires and theoretical induction. It reveals the challenges and teaching needs in English learning for disabled college students, emphasizing the necessity of integrating American educational philosophy into English teaching. Drawing upon universal aesthetic theories, this study summarizes methods for applying aesthetic education in English teaching tailored to disabled college students. These methods aim to enhance students' perception of English language beauty, improve teaching efficiency, and cultivate their ability to appreciate, express, and create beauty.

Keywords: English aesthetic education, English language teaching, Handicapped student.

1. Introduction

In the present era, equity and inclusivity in education have become focal points of societal concern. The educational challenges faced by disabled college students embody the principles of educational equity and inclusivity. With the development of the education sector and the continuous improvement of inclusive education concepts, disabled students are increasingly gaining access to higher education. English teaching for disabled college students, as a fundamental aspect of education, has attracted significant attention. However, due to individual differences and the difficulties encountered in the learning process, English teaching for disabled college students has long faced many challenges. Against this backdrop, effectively integrating the philosophy of aesthetic education into English teaching for disabled college students to enhance their comprehensive literacy and aesthetic ability has become an urgent and important issue. By conducting an in-depth analysis of the current status of English teaching for disabled college students to reveal the root causes of problems, this paper aims to provide practical methods and suggestions for applying aesthetic education in English teaching for disabled college students, promoting the improvement of teaching quality, and better meeting the English education needs of disabled students.

2. Current Status of English Teaching for Disabled College Students

According to relevant literature, there are several issues in the current English teaching for disabled college students:

1. Inherent deficiencies in disabled students themselves. Taking hearing-impaired students as an example, their first language is sign language, the second is Chinese, and English serves as the third language. Moreover, their physical disabilities significantly increase the difficulty of learning English compared to regular students. Due to their physical conditions, hearing-impaired students are more inclined towards reading and writing as practical purposes in learning English. They cannot fully perceive the charm of English,

leading to low interest in English learning and making it more difficult to integrate the philosophy of aesthetic education into English education. Similarly, the learning disadvantages of visually impaired students are evident, as the loss of vision poses a significant obstacle to their English learning. Visually impaired students cannot perceive the body language of interlocutors, which affects the speed and quality of communication. Writing is even more challenging for visually impaired students, as they cannot complete writing tasks in the classroom without the support of special equipment.

2. Lack of personalized strategies in higher education. Currently, many universities adopt integrated teaching models for such special students. It is challenging to ensure teaching personalization and equity, as special education for disabled students may affect the teaching efficiency and quality of regular students in the class, and vice versa.

3. Lack of relevant faculty and facilities in universities. Due to the lack of teaching experience related to such special students, most English teachers in universities are ill-equipped to teach English courses for disabled students. At present, China has not yet established specialized, well-equipped, barrier-free environments tailored for them in terms of teaching facilities.

Addressing these issues requires in-depth research into the special needs of English teaching for disabled college students and the role of aesthetic education therein to explore more effective teaching paths and methods.

3. Integration of Aesthetic Education Philosophy with English Teaching for Disabled College Students

3.1. Aesthetic Education Philosophy

Firstly, Cai Yuanpei once said: "Aesthetic education applies the theory of aesthetics to education, aiming to cultivate emotions." Aesthetic education advocates cultivating people's understanding, appreciation, and creativity of beauty through aesthetic experiences and aesthetic education, thereby promoting intellectual growth and emotional satisfaction.

Aesthetic education, also known as aesthetic appreciation

education, refers to the education that enables students to master basic aesthetic knowledge, form correct aesthetic concepts, cultivate good aesthetic tastes, and enhance aesthetic literacy through aesthetic activities. Aesthetic education encompasses four forms of beauty: natural beauty, artistic beauty, social beauty, and scientific beauty. It not only involves individuals' perception, experience, appreciation, and creation of beauty but also nurtures their sentiments subtly. Therefore, only by emphasizing the integration of "aesthetic education" into education can students' abilities and cultivation be comprehensively improved.

General Secretary Xi Jinping proposed the main principles of socialist aesthetic education at the National Education Work Conference:

1. Combining ideological and artistic qualities;
2. Integrating aesthetic education content with practical life;
3. Combining emotional experience with logical thinking;
4. Unifying artistic content and expression methods;
5. Integrating unified requirements with individualized teaching.

3.2. Significance of Integrating Aesthetic Education Philosophy with English Teaching for Disabled College Students

The theoretical framework of aesthetic education philosophy refers to the overall principles and guiding ideologies of applying aesthetic education concepts in English teaching for disabled college students. This paper will elaborate on three aspects: firstly, it will propose the theoretical significance and importance of aesthetic education philosophy in English teaching for disabled college students; secondly, it will introduce in detail the construction of the theoretical framework of aesthetic education philosophy, and conduct in-depth analysis based on the characteristics and needs of disabled college students; finally, by quoting relevant aesthetic education theories and combining practical experience, it will summarize English aesthetic education methods suitable for disabled students.

4. Research

4.1. Research Design

(1) Research Question: How to integrate aesthetic education philosophy into English teaching for disabled college students?

(2) Research Methods: The study utilizes literature review, questionnaires, and data analysis methods.

(3) Research Subjects: Disabled and regular students at Nanjing Special Education College—taking hearing-impaired and visually impaired students as examples.

(4) Research Process:

This study first searched for thinking methods regarding aesthetic education in regular college student education on CNKI (China National Knowledge Infrastructure) and summarized existing problems in English aesthetic education for regular individuals. It then organized potential difficulties in English learning for disabled students and teaching challenges for teachers.

Simultaneously, it investigated the actual situation of English teaching for disabled college students to provide a foundation for subsequent research on pathways for integrating aesthetic education philosophy and addressing difficulties encountered by disabled students in English learning. It examined students' difficulties and obstacles in listening, speaking, reading, and writing, analyzed the causes of these problems, and provided a basis for implementing targeted teaching measures. In-depth research laid the foundation and support for strategy formulation.

Subsequently, through classroom observation and questionnaire surveys, the study closely observed first-year English classes for disabled students at Nanjing Special Education College, identifying research points for the integration of aesthetic education philosophy and difficulties encountered by students in the classroom.

Furthermore, it surveyed disabled college students' English learning needs. Through questionnaires, interviews, etc., it understood students' needs and expectations for English learning, as well as their attitudes, interests, and goals, providing a basis for personalized teaching plans. It designed questionnaires investigating difficulties encountered by disabled students in English classes and after-class studies, as well as preferences for interesting content in English learning. By analyzing questionnaire results and conducting personal inspections, common issues in disabled students' English learning were identified. Summarizing methods and practices of aesthetic education in regular individuals, the study innovated and adapted them for disabled students, seeking suitable methods for English aesthetic education and pathways for integrating aesthetic education philosophy into English classrooms.

4.2. Data Collection and Analysis

Data collection and analysis are core components of this research. To determine the actual effects of aesthetic education philosophy in English teaching for disabled college students, this project employs a combination of quantitative and qualitative methods for data collection and analysis. Firstly, through questionnaires, the project quantitatively assessed the English learning motivation and aesthetic abilities of disabled college students. The questionnaire covered aspects such as students' attitudes toward English learning, self-evaluation of English proficiency, and acceptance of aesthetic education. A total of 295 college students, including 88 disabled students, participated in the survey, covering groups with different disabilities and learning levels. Secondly, the project conducted qualitative interviews with participating students to understand their experiences and feelings regarding aesthetic education philosophy in English teaching. Through in-depth communication and interviews, the project obtained specific feedback from students on teaching modes, providing strong support for the practical effectiveness of aesthetic education philosophy in English teaching for disabled college students. The results of this research also provide strong support for subsequent teaching strategies and improvements, which will be further explored and elaborated upon in the discussion and implications section.

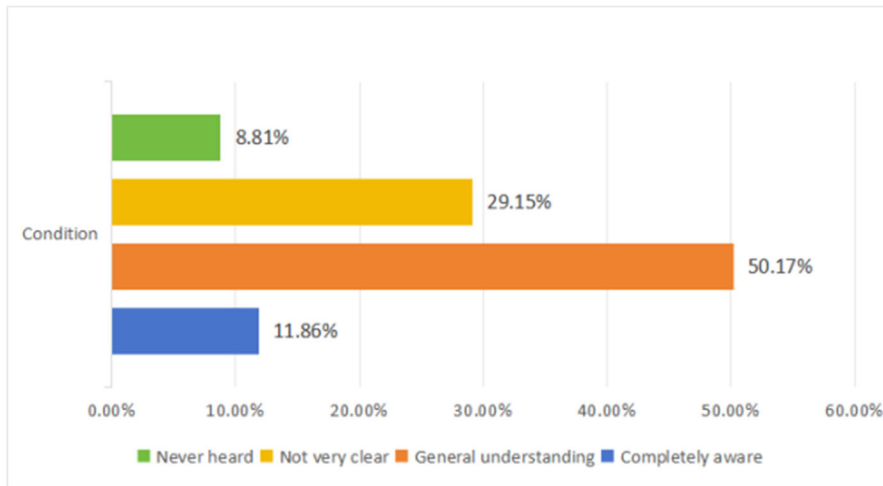


Figure 1. Illustration of students' understanding of the concept of aesthetic education

More than half of the disabled college students have a general or thorough understanding of the concept of aesthetic education, while over 40% of students have little to no

understanding of the concept. This indicates that currently, there is minimal penetration of aesthetic education in English teaching for disabled college students.

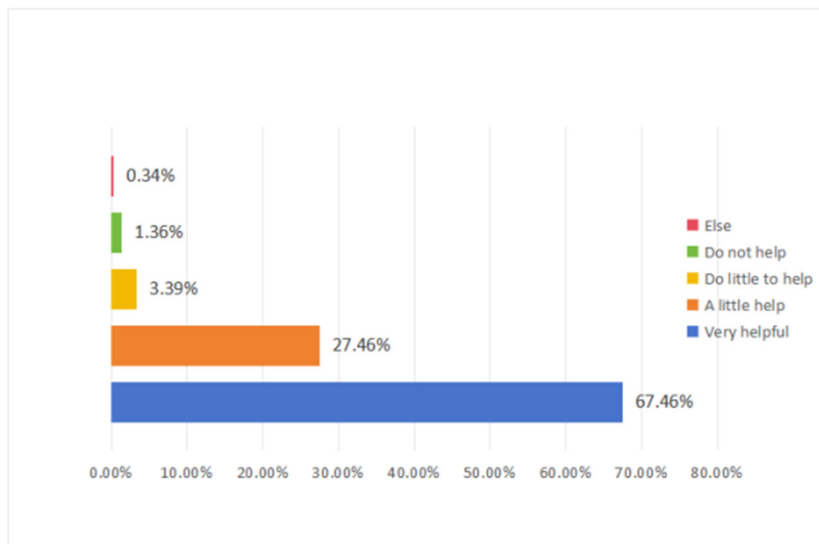


Figure 2. Illustration of whether students think the improvement of aesthetic literacy is helpful to the future

The vast majority of disabled college students identify with the concept of beauty and pursue it to some extent, believing that it is beneficial for their future. This also underscores the

necessity of integrating aesthetic education into the curriculum for disabled college students.

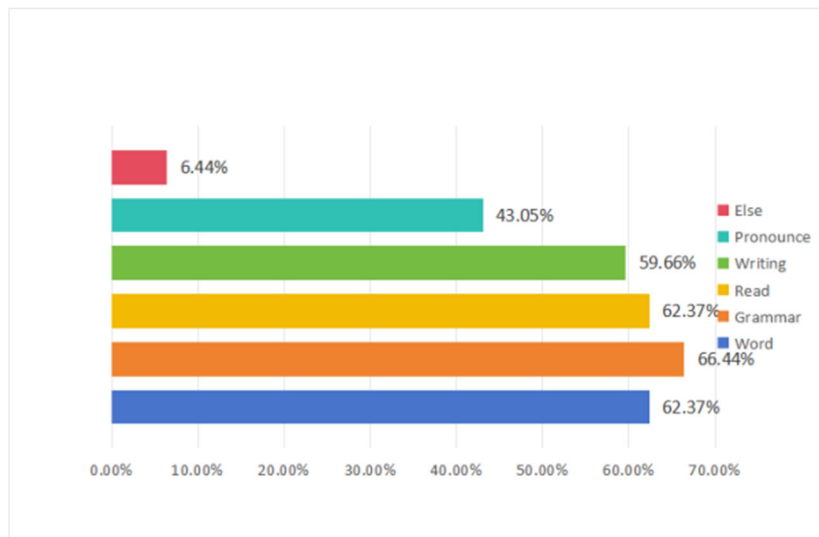


Figure 3. The difficulties students encounter in the process of learning English account for the proportion of legend

The data revealed significant difficulties for disabled college students in all aspects of English learning. In subsequent method explorations, it is essential to fully

consider their overall English proficiency levels and develop teaching guidance methods accordingly.

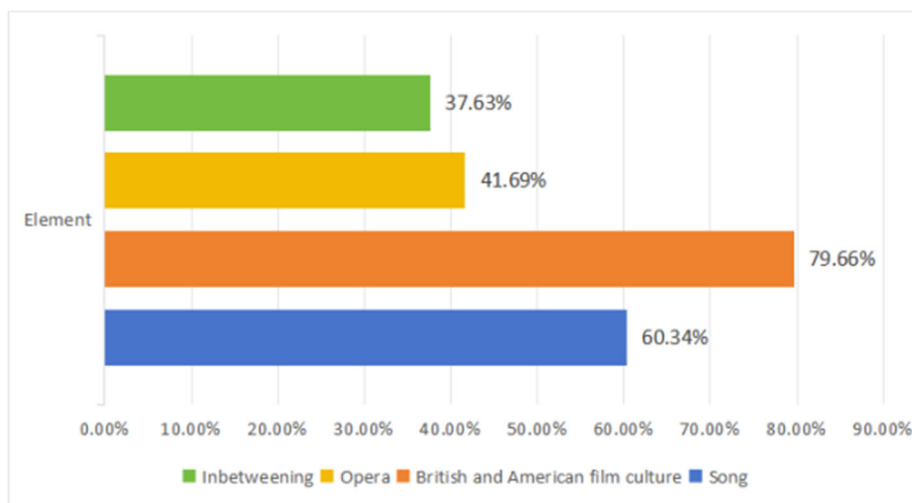


Figure 4. The proportion of elements that students want to appear in English class

Based on the data, the following elements can be added in subsequent English classes to enhance students' interest in English learning, rather than solely focusing on knowledge transmission.

Through questionnaire surveys and relevant interviews, the following conclusions were drawn:

1. Insufficient emphasis: Some students lack awareness of the importance of aesthetic education, believing that mastering professional knowledge is sufficient and overlooking the cultivation of aesthetic abilities and humanities literacy.

2. Lack of practical opportunities: Due to curriculum design and teaching resource constraints, students have limited opportunities for practical engagement in English aesthetic education, making it difficult for them to personally experience the charm of beauty.

3. Diversified interests: With the diversification of social culture, students' interests and hobbies also show a trend towards diversification, leading to corresponding changes in the demand for aesthetic education.

The current status of college students' views on aesthetic education presents a diversified and complex situation, requiring joint efforts from universities and society to strengthen the promotion and education of aesthetic education, increase practical opportunities, and enhance the construction of teaching staff. This is essential to improve college students' aesthetic abilities, creativity, and humanities literacy. Only through these efforts can we cultivate outstanding talents with comprehensive qualities and make more contributions to the development of society.

5. Analysis of Research Results

5.1. Teaching Strategies for Disabled Students

The application of aesthetic education philosophy in English teaching for disabled college students aims to stimulate students' enthusiasm for learning English and comprehensively enhance their language proficiency and cultural literacy through aesthetic education and cultural cultivation. At the operational level, teaching strategies should focus on individual differences among students,

ensuring that each disabled student receives appropriate education in an environment of equality and respect. Key aspects include:

1. Building an inclusive teaching environment to accommodate the needs and characteristics of disabled students, addressing their limitations in auditory, visual, and other abilities. Employing personalized teaching methods to respect individual differences and emphasize the development of students' creativity and imagination.

2. Utilizing multimedia teaching tools to create simulated scenarios, such as using audio, video materials, and interactive whiteboards to optimize learning experiences and provide multi-channel information input to compensate for physical limitations.

3. Incorporating various forms of art, such as music, painting, and drama, to stimulate students' interest in learning. Introducing activities such as music appreciation and painting creation in English teaching to inspire students' enthusiasm and motivation through multi-sensory stimulation. Avoiding a one-size-fits-all approach and designing differentiated teaching activities to provide personalized learning paths for students, such as through group cooperation and open discussions to facilitate mutual learning and communication among students.

4. Adopting a diversified evaluation mechanism that emphasizes qualitative analysis over traditional quantitative assessments, focusing on students' learning processes and practical abilities, particularly evaluating students' English oral expression and social interaction skills.

5. Leveraging language practice activities to fully utilize resources both on and off-campus, organizing meaningful social practices such as volunteering and cultural exchange activities to allow students to apply English in practice and experience the language. Expanding the content of classroom teaching to promote students' comprehensive understanding of English learning. Through activities such as organizing English corners and English drama performances, allowing students to experience the charm of language in practice, enhancing their interest and confidence in English learning. Finally, utilizing modern technology to enrich teaching resources and improve teaching effectiveness by providing

disabled students with richer and more intuitive learning resources through multimedia and interactive software.

In conclusion, the introduction of aesthetic education philosophy can not only enhance disabled college students' interest and ability in learning English but also contribute to the comprehensive development of their qualities.

5.2. Application of Aesthetic Education Philosophy

Under the guidance of aesthetic education philosophy, the practice of overall principles in English teaching for disabled college students urgently needs to adhere to student-contentedness, focus on personalized development, and emphasize cultural penetration. In practice, it is necessary to create an equal and open learning environment, respond to students' actual needs, and effectively connect teaching content with students' life experiences.

1. For visually impaired students, English colors can be reinforced through sound and touch, using mediums such as music and poetry to guide them in perceiving the richness and beauty of English culture through auditory and tactile complementary.

2. For hearing-impaired students, combining sign language with oral training, engaging in imagery thinking and scenario simulation, creating contexts to enhance students' understanding and application of English in practical operations.

3. Subsequent teaching should adopt a diversified evaluation system that comprehensively considers students' language skills and cultural understanding, ensuring the objectivity and fairness of teaching evaluation. In addition, educators should conduct detailed analysis during curriculum design to provide personalized teaching plans instead of standardized teaching processes, allowing each student to enjoy educational equality and fairness in personalized learning paths.

4. Based on the latest research in disability education, educators should guide students to transcend physical limitations, establish positive self-awareness, closely integrate language learning with self-improvement, and cultivate their proactive and independent learning attitudes. Teachers' emotional investment in teaching and their professional psychological counseling for disabled students gradually become important factors influencing teaching effectiveness.

In summary, English teaching for disabled college students, guided by aesthetic education philosophy, should continuously innovate and enhance teaching methods to truly realize the essence of education and cultivate comprehensive talents in line with the requirements of the times.

6. Conclusion

In this study, through the analysis of the current status of English teaching for disabled college students and the exploration of the penetration of aesthetic education philosophy in teaching, some important conclusions and inspirations have been drawn.

1. This study emphasizes the necessity of aesthetic education philosophy in English teaching and proposes a set of English teaching paths and aesthetic education application methods tailored to disabled college students.

2. However, there are still some shortcomings in this study, such as the small sample size of empirical research, limited research time, and lack of effectiveness verification through long-term classroom practices, which need to be improved and perfected in future research.

3. Future research directions and practical suggestions include but are not limited to: expanding the research sample size, extending the research time, investing in relevant classroom practices, strengthening comparative studies of students with different disabilities, and conducting long-term follow-up surveys. In practice, continuously improving and enriching the content and methods of English teaching for disabled college students to promote their personalized and diversified development. It is hoped that the ideas and methods provided by this study can serve as references for researchers and practitioners in related fields, promoting the better development of English aesthetic.

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