

The Application Path of Red Education in Autism Education in the Context of China

Yiying Wang *

College of Child Development and Education, Zhejiang Normal University, Hangzhou, Zhejiang, 311231, China

* Corresponding author Email: wangyiying@zjnu.edu.cn

Abstract: With the development of the times, China's attention to autism has been steadily increasing, while the historical significance and contemporary relevance of Red Education have also grown. This paper focuses on the organic integration of these two aspects. It delves into the essence of Red Education, its current status, and the characteristic symptoms of children with autism. Through the perspective of autism education, this paper proposes relevant content of Red Education and, based on analysis, emphasizes the appropriateness and implementation path of the intersection between these two forms of education.

Keywords: Autism Education; Red Education; Special Education.

1. Introduction

Red education is broadly defined as the education of ideals and beliefs, historical traditions and patriotism carried out by using red cultural resources; and narrowly defined as the education of advanced figures, deeds, monuments and symbols that have been formed by leading the people after the birth of the Communist Party of China to make great achievements for the Party, the country and the people in the practice of revolution, war, construction and reform, with the connotation of revolutionary history, advanced deeds and revolutionary spirit carried by the education object planned, purposed and organized. With the connotation of revolutionary history, advanced deeds and revolutionary spirit, the education object is educated on ideal belief, revolutionary tradition and patriotism in a planned, purposeful and organized way [1]. As an important part of socialist education with Chinese characteristics, red education emphasizes the inheritance and promotion of Marxism-Leninism, Mao Zedong Thought and socialist core values. From labor education at the beginning of the 20th century to the propagation of modern socialist core values, red education is not only a part of China's education system, but also an important means of shaping the national ideology. By emphasizing values such as collectivism, mutual assistance and cooperation, and social responsibility, red education attempts to cultivate citizens with a high sense of social responsibility and national honour.

At present, in the CNKI China Knowledge Network database with "red education" as the keyword search and visualization analysis can be obtained, the number of articles issued in 2013 is 69, the number of articles issued in 2022 reaches 825, and the prediction of the number of articles issued in 2023 is 1,101, which can be seen that the red education has been more and more emphasized.

In recent years, China's red education has not only been constantly innovated in carriers, methods and means, but also made positive progress in the excavation of connotation and modernization of content [2]. In terms of carrier, various regions have actively developed red bases by combining local advantages, while several special websites for red education have flourished; in terms of methods and means, red education is linked with modern technology, such as VR,

which makes red education more acceptable; in terms of content, combining with the development of the times, the spirit of resistance to epidemics and other new elements are added to the connotations of red education, so as to inject the strength of the times into the red education.

2. Symptoms Characterizing Children with Autism

Autism Spectrum Disorders (ASD) is a group of pervasive developmental disorders that develop in early childhood, with a prevalence rate of more than 1%, ranking first among child psychiatric disorders in China [3]. According to the diagnostic criteria of autism, there are three main aspects of typical autism symptoms, i.e., social interaction disorders, speech disorders, and abnormal interests and behaviors [4]. See Figure 1.

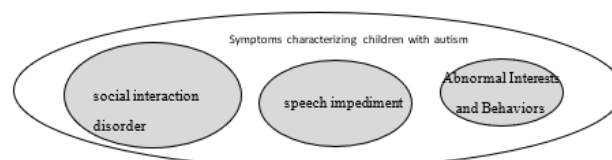


Figure 1. Conceptual map of the main symptom characteristics of children with autism

One of them is social interaction disorder. Although there have been many changes in the diagnostic indicators and categorization of autism, deficits in social interaction are considered to be the most central symptom [5]. Autism is characterized by deficits in social interaction, with children commonly displaying persistent deficits in social communication and social interaction as well as restricted interests and repetitive activities [6]. Children with autism often face problems in interacting with people in their daily lives and in teaching, being unable to engage in normal social activities, being isolated from time to time in school, and being unable to receive instructional commands from teachers in their studies.

Second, speech disorders. Autistic children usually have different degrees of speech disorders. The speech performance of autistic children is divided into three types of disorders: completely speechless, partially speechless and speechless but without communicative intent. Although the

children in the completely speechless category have not suffered too much damage to their articulatory organs, they can scream and cry normally and make strange noises. However, they can't speak, not even simple words, they are more like the deaf and mute group; the partially verbal group accounts for the highest proportion of autistic children and is the most common group of people with symptoms of language disorders, they will have varying degrees of phonological, semantic and vocabulary deficits; the group of autistic children with language but no communicative intent has language, and some of them even have very well-developed language skills. However, their language is not for the purpose of communicating with others, and the words they speak are not for normal communication with others, some of them will keep talking to themselves without knowing what they are talking about, and some of them will only mechanically speak the language they want to speak in the communication without any regard to the situation and the intention of the speech [7].

Third, abnormal interests and behaviors. For example, some autistic children like to clap their hands constantly,

while others like to gaze at rotating objects for long periods of time. The way in which this characteristic is expressed varies from one autistic child to another, with a high degree of inter-individual variability.

1. The content of red education in the perspective of autism education

Combining the symptomatic characteristics of autistic children and the Compulsory Education Curriculum Program (2022 Edition) [8], the main teaching modules of autism education can be classified into eight modules, namely, literature, mathematics and science, social adaptation, general knowledge and skills of life, sports and rehabilitation, social intervention, art, and morality, based on the comprehensive classification based on the classification indexes of both disciplines and functions. Red education has a long history of development in China, and combining the historical heritage and characteristics of the times, red education has developed into a very rich content. Figure 2. will show the content of red education from the perspective of autism, which will show more clearly that there is a strong linkage between the two.

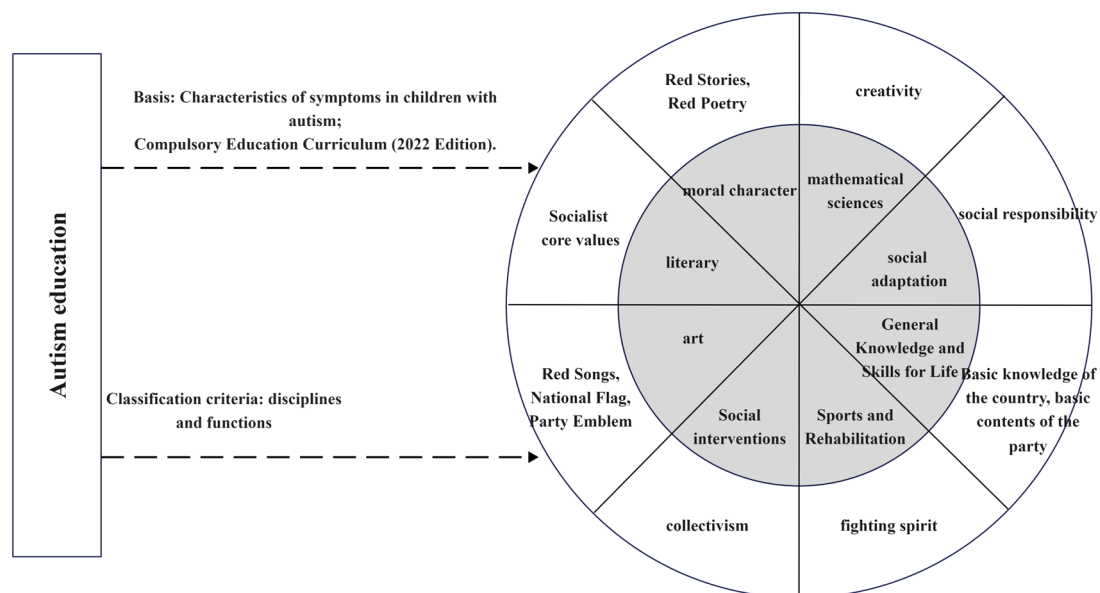


Figure 2. Thinking map of red education content from the perspective of autism education

2. Appropriateness of Red Education and Autism Education and Implementation Paths

In the field of special education, red education and autism education, although each involves different concepts and goals, nevertheless, at some levels, they intersect and may be able to provide new perspectives and approaches to the education of autistic children.

2.1. Collectivist Spirit Empowers Social Interventions

The collectivist spirit advocated by red education may provide an inspiring educational model for autistic children's sense of cooperation and social interaction. Red education, as a unique educational philosophy in China, contains and emphasizes the core value of collectivism. However, autistic children usually have different degrees of problems in social interaction, and social problems are a core symptom of the autistic group.

In thinking about how to more effectively intervene in the socialization of autistic children through education, the concept of collectivism integrated into red education has great

potential to promote the development of social skills in this particular group. The collectivism emphasized in red education encourages individuals to contribute to the collective good, and the power of the collective is immense. This concept can foster a positive attitude of cooperation among autistic children. By teaching them how to play an active role in the group, autistic children can gradually build up social skills and learn to listen to others, share and collaborate. For example, we can consciously design a part of the class to be a red-themed class in the design of the classroom team lessons. By showing some red documentaries (e.g., the history of the founding of the Communist Party of China, revolutionary struggles and other contents reflecting the power of the collective), and combining them with the lecturer's explanations on the basis of visual support, the autistic children can feel the charm of the spirit of collectivity, thus guiding them to pay more attention to the importance of socialization in their daily learning and team activities in the subsequent school years. This will lead them to pay more attention to the importance of socialization in their subsequent daily learning and team activities in school, thus increasing

the social motivation of autistic children to a certain extent, and thus achieving the purpose of social intervention for autistic children.

2.2. Social Responsibility Empowers Adaptation

Red education focuses on the cultivation of a sense of social responsibility, and this educational concept also has an important value in special education, because the cultivation of special populations means not only equipping them with a certain amount of subject knowledge, but also, and more importantly, fostering their ability to be self-reliant, so that they can successfully adapt to and integrate into the society, and dedicate their own efforts to the construction of the society, so as to realize the value of their lives. For the training of autistic students, their independent survival and value creation in society is a crucial goal.

The development of social responsibility in red education can be achieved by educating autistic students with practical skills. Special education schools can focus on developing the strengths and skills of autistic students to help them better adapt to their social environment. This may include training them to acquire specialized skills in specific fields, thereby improving their chances of employment and increasing self-reliance. Secondly, through the concept of red education, special education schools can encourage autistic students to actively participate in voluntary services and social programs, thereby developing their social skills and sense of social responsibility, which will help autistic students feel their contribution to the society and enhance their self-confidence and sense of social integration. And for autistic students with a better degree, the social responsibility concept of red education can advocate autistic students to pay attention to social problems and disadvantaged groups. By educating them on how to recognize social problems and participate in social reform, autistic students can develop a deeper sense of social responsibility, which will help them build a positive social identity and become active participants in society rather than just passive recipients.

2.3. Mutual Cooperation Enabling Support System

In the education of autistic children, the establishment of a sturdy support system is crucial to their overall growth and academic development. In this context, the concept of mutual support and cooperation in red education provides an extremely useful guiding principle that emphasizes mutual support and collaboration among the three groups of teachers, classmates and families, which is highly compatible with the educational needs of autistic children.

Teachers play a vital role in the education of children with autism. By working closely with parents, teachers can better understand their children's personalities, needs and learning differences, and in turn develop individualized education plans. Parents, on the other hand, stand behind their autistic children, providing them with continuous multifaceted support and care. They collaborate with teachers, actively participate in their child's education, understand the lesson plan, and work with teachers to set goals to ensure consistency and coherence in the educational process. Peer-assisted learning is a learning activity that focuses on the often-neglected student-student interactions in the classroom,

thus realizing the potential positive effects they have. It is based on Vygotsky's concept of "social construction", because children's social experience is a prerequisite for the individual's activities, the development of inner psychological functions and the formation of personal culture [9]. Therefore, the classmates of autistic children also play an important role in the education of this group. Red education encourages friendly interaction and mutual support among classmates, which is essential for the social integration and emotional development of autistic children. By imparting education to the group's classmates about the basics of autism, it can lead to a better understanding and acceptance of different needs and characteristics. The friendliness and tolerance of classmates can create a warm and harmonious educational environment that encourages autistic children to participate more actively in school life and develop their social skills.

3. Conclusion

This paper discusses in depth the connotation and current situation of red education and the symptomatic characteristics of autistic children, and proposes the relevant content of red education from the perspective of autism education, and proposes the appropriateness between the two pieces of education and the implementation path of the corresponding content based on the analysis of the focus. This study concludes that the collectivist spirit in red education can empower social intervention, the sense of social responsibility can empower social adaptation, and mutual help and cooperation can empower the support system.

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