



A Study on the Role of Teachers in Special Education: A Case Study of Students with Psychological Disorders

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Abstract. Since the reform and opening up, China's education level has been growing day by day, and the education received by students has become more comprehensive. Many Chinese students have psychological disorders or mental illnesses due to academic or life pressures, such as autism, schizophrenia, etc. Based on this situation, this paper mainly expounds on the characteristics of students with psychological disorders, the main causes of their formation, and the role of teachers for children with autism. Compared with teachers in developed countries, teachers in China are slightly behind in their cognition and education methods for students with autism. In addition, this paper suggests that in the future education of students with psychological disorders, China should pay more attention to the daily communication of students and the cultivation of thinking, enrich the educational methods of teachers, improve the efficiency of teaching, and set up more attractive classrooms for students, so as to achieve better teaching results.

Keywords: Psychological Problems Students, Teachers' Effects, Teachers' Methods

1 Introduction

There are more and more students with psychological disabilities on Chinese campuses, and teachers will inevitably come into contact with autistic students in their daily academic lives. A Chinese teacher must master the basic knowledge and education methods is that they can better teach students with mental disabilities, help them establish good life goals, help them overcome psychological barriers, and enrich students' learning and daily life. Children with autism are a special group of people receiving education, and they need the attention of multiple parties and subjects. As the main body of education, teachers play an important role in special education. Therefore, from the perspective of the psychological characteristics and problems of autistic children, this paper analyzes the role of teachers in the education of students with psychological disorders, and puts forward relevant suggestions for giving full play to the positive role of teachers.

2 Profile of Students with Psychological Problems

2.1 Characteristics of Students with Psychological Problems

Students with psychological problems have a change in their perception of society due to external influences, which will lead to many problems in their daily learning or life communication. For example, students with psychological disorders are more introverted, not good at communicating with others, and they always have an inferiority complex when getting along with others, and often feel inferior because of the inadvertent words of others, or the discrimination of others against them. Their inner world is very complex, because students with psychological problems often experience far more changes than normal children, and are more easily affected by the casual or deliberate words or actions of others. They will care about the opinions of their friends, classmates, and teachers, and because of the more serious criticism they receive, these children with psychological problems will become more introverted and autistic, which will evolve into major depression, and even cause dangerous thoughts or behaviors such as jumping off buildings and self-harm [1].

In addition, students with psychological problems are much less able to adapt to the new environment than normal students. After experiencing a series of reasons such as changing schools, divorce of parents, etc., many students usually have a lot of negative states, such as becoming agitated, fearful, reducing learning ability, and less efficient listening in class. Students with psychological problems will have fear and rejection when they are exposed to a series of new things, or when they are exposed to classmates and teachers. Secondly, students who have already had psychological problems will have resistance to interpersonal communication, it will be difficult to accept a new environment in a short period, and they will want to get out of the real world and indulge in the false world such as the Internet or games, which will lead to a decline in academic performance, and will become more introverted and autistic.

2.2 Causes of Students with Psychological Problems

From the perspective of social psychology, there are many factors related to physical and mental health, and this also shows that students' psychological problems are also caused by a variety of conditions, of which there are two main aspects. The first point is that students lack enough care and encouragement in childhood, and are often scolded or criticized by parents or teachers because they make some small mistakes in life or study, or because they are ridiculed, excluded, and bullied by their classmates in school for some reasons, and teachers do not care about these things and maintain an indifferent attitude, which are important reasons for students' psychological problems. First of all, in the process of children's learning and growth, whether a family is complete, whether the family atmosphere is harmonious, whether parents quarrel every day in their daily life to maintain an indifferent atmosphere at home is an important factor affecting the growth of a child's personality. Because of the lack of relatives due to family changes, children lose one of their closest family members since childhood, and lack of due care, which will make a child whose personality may

have been optimistic, sunny and cheerful from an early age introverted and anxious overnight, full of anxiety and fear, fear, unable to accept the harm caused by sudden changes, and gradually begin to close their hearts, hide their true feelings, and do not communicate with others, thus beginning to produce depression or autism and a series of mental illnesses.

In addition, it is not only family changes that cause mental illness among students. In the process of learning at school, students will also become introverted and depressed due to the influence of teachers and students. For example, the teacher adopts a method that is not suitable for the corresponding student, when the student learns to make mistakes, corporal punishment of the student, or whipping the student, these various behaviors will lead to the student having improper thoughts, so a lively and agile child becomes silent, because of the teacher's authority and punishment, gradually in the process of growing up to lose their sense of innovation, become insensitive. According to the survey, 58.64% of junior high school students from non-native families were subjected to verbal bullying, which shows that among the 486 students selected, more than half of their classmates will be affected by campus bullying, which is also one of the important reasons why many students become autistic and suffer from mental illness [2].

3 The Role of the Teacher

3.1 The Effect of Teacher Communication

In the process of communicating with autistic students, teachers often serve as an indispensable medium for autistic students to contact the outside world, to better help children with mental disorders express their inner views and their own opinions. In particular, these special groups of children need more attention from teachers and their surroundings [3]. Children with autism have difficulty interacting with others, which can make their environment more challenging. Therefore, the communication between teachers and autistic students can help students improve their relationship with their classmates, help autistic students better integrate into the large group of classes, so that they will not be isolated in their daily studies and life, so that students with psychological disorders can gradually get rid of psychological disorders and become a normal child. What's more, every day, everyone, whether they are normal children or children diagnosed with autism, they will participate in at least one kind of communication, and communication is the best way to improve the relationship between children and society. Autistic children are not as easy to participate in communication as normal children, and only through the help of teachers can they obtain more effective communication channels, so that they can better communicate with others.

Communication between teachers and children with autism plays a vital role in helping children with autism improve their social skills and overcome the difficulties they face. Because the teacher's words can help the autistic child reinforce the expected behavior, the autistic child is also more willing to believe the teacher's words and advice [4]. The social skills taught by teachers will not only help children with

autism improve their social skills, but also ensure that children with special needs will have good academic and cognitive skills in their later studies. The activities that autistic children participate in are regular activities organized by the school or family, and during this period, teachers can lead autistic children to better adapt to these things and help them better integrate into the family or school environment. This is probably the role that teachers can play in communicating with students with autism.

3.2 Comparison of Domestic and Foreign Teachers

In 1994, the 'World Conference on Special Needs' organized by UNESCO in Spain, the purpose of the 'Salamanca Statement' was to call on all countries around the world to help all people who want to learn, regardless of their age, personality, interests, etc., to have equal access to education. Under the influence of the dual factors of international organizations and the actual needs of the United Kingdom, the United Kingdom has strengthened the training of special education teachers and given strong policy support. Since the 70s of the 20th century, the British government has continuously introduced relevant policies to help improve the training system of special teachers, and the purpose is to help special teachers have sufficient preparation before entering the post. Generally speaking, there are two main ways to train special education teachers in the UK, one is university-led and the other is school-led, the first of which is the most common and common way [5]. In 2010, the UK Department for Education published 'The Importance of Teaching: The Schools White Paper', which further linked teacher training to the country and pointed out that the quality of the teaching workforce will affect the overall level of education in the country [6]. Therefore, on the one hand, the British government is raising the entry threshold for students, selecting those who are more suitable for inclusive education, and specifying a rigorous training plan for them, and on the other hand, integrating the resources of school education colleges, local schools at all levels, and various localities, to provide the most powerful external support for those who can be able to work in inclusive education for a long time [7]. In addition, special education teachers in the UK need to be more comprehensive and rigorous to obtain the corresponding qualifications, and they will also undergo at least two years of field training in the corresponding schools in addition to the corresponding professional training. After these years of development and evolution, the British government has a relatively comprehensive and stable set of policies and training measures.

Compared with the UK, the Chinese government has a relatively obvious lack of awareness of special education and the promulgation of corresponding policies. Since the 20th century, the British government has begun to pay attention to the development of inclusive education, and has issued many policies, but the Chinese government has been slow to issue policies related to autistic children, and has also selectively ignored the existence of special children in ordinary education. Knowing that in recent years, with the increasing pressure on students in study or life, the incidence of autism has increased visibly, and the Chinese government has begun to pay attention to the education related to autistic children. Therefore, compared with the United Kingdom, China's special education started later than other developed countries, and

the policy and system are far behind, because the domestic population base is very large, so foreign policies are not completely suitable for China, the Chinese government should combine foreign excellent cases, reasonable citation and implementation of the domestic special education industry. In terms of obtaining special teacher qualification certificates, the Chinese education department does not explicitly require special teachers to take special corresponding examinations, and only use them to learn the training professional knowledge, which will lead to a large number of teachers who have a fluke mentality because of these loopholes in laws and policies, and cannot provide good guidance to students with psychological problems. China's teacher training pays more attention to the employment of students in the future, and most of the training directions are to teach students how to manage and understand the knowledge and concepts related to autism. In addition, in the process of teaching special children, the training difficulty is much greater than that of an ordinary child, which is a very challenging test for special education teachers, both physically and mentally. More importantly, even though there are a lot of donations from all walks of life to the special education industry, it is still a drop in the bucket compared with the special education industry across the country, which makes it more difficult for teachers to teach daily, resulting in a disproportionate effort to the return, and thus greatly discourage teachers from their enthusiasm [8]. Therefore, the state should also vigorously improve the relevant policies related to the training of special education teachers, improve the treatment of teachers, and strive to arrange good teachers for autistic children.

4 Suggestions for Improving the Effectiveness of Special Education

4.1 Main Educational Objectives

For the growth of students, teachers teach students not only new knowledge, but more importantly, they can help students establish good study habits, help students establish a good and positive life values, and guide students to grow into healthy and independent persons in the process of learning. With the rapid development of today's times, teachers should not only require students to master knowledge in education, but also highlight students' talents and innovation capabilities. Many years ago, the authority of Chinese teachers could not be challenged or questioned, and for students, the teacher's words were orders, and there could be no resistance or controversy. However, in this teaching mode, the students who grow up ignore the construction and cultivation of ideology and psychology, and it is easy to produce radical thinking, and even the idea of suicide due to setbacks, so the teachers of the new era should first focus on the ideological and psychological cultivation of students, and shape an excellent student with all-round development of morality, intelligence, physical fitness, aesthetics, and labor from many aspects [9]. Nowadays, whether students can grow up mentally and healthily is mainly affected by family education and school education. The 2018 National Education Conference emphasized that the family is the first

school that children come into contact with, and parents are the first teachers of children, parents need to teach their children the first lesson well to help children establish the right direction on the road of growth. Therefore, under the good education of parents and the cultivation of teachers, students with good values and excellent study habits can bravely face challenges and find solutions to problems in the face of setbacks and difficulties, instead of closing themselves, escaping from the real world, living in their illusory imagination, and finally because they can't bear the pressure from the outside world, they will aggravate their mental illness and produce dangerous behaviors such as hurting themselves and their families. Therefore, when teachers cultivate students with psychological disorders, the core point is to communicate with students promptly, use their language or behavior to influence special children, help them get rid of autism step by step, and gradually grow into a healthy, optimistic and cheerful child. Always pay attention to the psychological state of special children, create a learning environment for them that is not isolated, teach them how to get along with students of the same age, improve their interpersonal skills, learn to share, be independent and other excellent qualities, enhance students' self-esteem, and the courage to overcome difficulties and challenges. In addition, social education is also an indispensable factor for students' growth. Compared with family education and teacher education, social education has a broader space for activities and a more far-reaching impact. It can not only enrich the spirit of students, but also help develop their hobbies and hobbies. Therefore, only three aspects of training together, with the school as the main training place, teachers for special groups of teachers to design courses so that students with psychological disorders can shape a good character in school, teachers should also follow the students' inner wishes, properly communicate with children with psychological disorders, understand their mental state, guide students to self-regulation, learn how to absorb useful knowledge in the process of listening to lectures, and accept optimistic positive energy when getting along with classmates, to be able to grow more healthily.

4.2 Improvement of Teacher Capacity

In recent years, in response to the development needs of special education in China, special education teachers should break the traditional fixed thinking mode, adopt more innovative and integrated education systems, adhere to the combination of theory and practice, attach importance to special education, and innovate the classroom model [10]. First of all, teachers should learn to provide diversified teaching methods according to the different needs of students, and better help students with various psychological disabilities overcome difficulties and cultivate their diversified learning abilities through language, behavior, specific rewards or commitments. Secondly, teachers should pay more attention to students' individualized abilities, find out their unique characteristics and strengths for different students, and then design more comprehensive and more complete training methods for the body and mind according to the characteristics of students, to promote the growth and development of students' personalities. In addition, teachers should pay more attention to the participation and communication of students with special needs when educating them, encourage them

to speak more in group work, dare to express their ideas, fully exercise the expression skills of special students, and cultivate their ability to communicate with others, to help students from special groups improve their daily life skills and better integrate into society in the future [11].

In terms of teacher training, the main training method for special education teachers in China is through specialized college education received at universities. Therefore, China's special education universities can appropriately raise the entry threshold for teachers in the special education industry, and screen out those teachers who are suitable for the special education industry. In addition, in the course of their university studies, teachers are taught how to better design corresponding courses for children with psychological disorders special children, so that autistic children can gradually return to normal mental health. Secondly, a special education certificate is set up for teachers who are about to engage in special education, only after passing the relevant tests, special teachers can officially enter the post to face students with psychological disorders, and after this assessment, teachers can truly have relevant teaching quality and knowledge level. Finally, the treatment of teachers in the special education industry by the national team should also be improved, such as increasing salaries or providing special subsidies for special education teachers, so as not to cause a lack of accomplishment and burnout of special education teachers.

5 Conclusion

Since the popularization of education in China, the rapid development of China's education industry in recent years will also lead to students in many areas of China not being able to keep up with the current education process, resulting in anxiety in daily study or life, and introverted personality, which will evolve into depression and other mental illnesses. Because the number of students with mental disorders in China is increasing, the government should increase the training of special teachers and popularize the awareness of ordinary teachers about students with mental disorders. Through the strengthening and improvement of these aspects, China will be able to have its set of perfect and sound educational policies for students with mental disabilities shortly.

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