

Analyzing the subjective consciousness of the hearing-impaired students in fine-art teaching

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Abstract: Initiative plays an important role in special fine art education. Teachers should take into full consideration the profile of the hearing-impaired students. For better teaching achievement, it is the teachers who shoulder the responsibility to activate the subjective role and consciousness of the hearing-impaired students by arousing their sense of participation, forming them in the habit of self-control, nurturing their creativity.

Key words: special fine-art teaching; hearing-impaired student; subjective

Special fine-art education is a way of connecting with the hearing-impaired students, who are considered as a particular group with poor self-motivation. It is a special case to teach these students because their handicap in hearing usually results in self-withdrawal. Psychologically, they are reluctant to participate in social and school activities (PIAO Young-xin, 1991). To achieve the greatest efficiency in teaching and make the students fully understand what they have learned in class, such as relevant art knowledge and techniques, the educators should take these students' psychology into full consideration and then the self-motivation of the students is aroused and the best result with less effort is achieved.

In fine-art teaching, it is particularly important to encourage the hearing-impaired students to study proactively by arousing their sense of independence. Teachers should respect the students' status and activate their sense of subjectivity. Then the students can become active in their study and participate in activities spontaneously. They will also discipline themselves by making plans and building correct methods of self-evaluation. The students will also form the good habit of self-control and spontaneous study. Thus their self-esteem, independence and sense of worth as well as their particular talents will be developed. Psychologist Jean Piaget noted that: "Everything must be acquired or rediscovered by the students themselves" (SHAO Rui-zhen, 1997).

The principle of subjectivity interpenetrates the teaching thoughts in which the teachers must trust and respect the hearing-impaired students.

1. Activating the hearing-impaired students' sense of participation

The hearing-impaired students' active participation in learning activities is closely related to the following factors: their interest, motivation and creativity. The teachers should give the students guidance in accordance with the following aspects:

1.1 Activating the hearing-impaired students' interest in fine-art learning

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Interest is a motivation which plays a significant role in learning activities. An ancient said, “Those who know well are inferior to those who are eager to learn, and those who are eager to learn are inferior to those who are delighted to learn” (*The Analects of Confucius*). That indicates the motivation for learning does not occur under duress but depends on interest. Interest will firmly arouse their sense of learning and encourage them to work hard at what they are learning. In the process of teaching, the teachers should design content which can stimulate the students’ interest, so making the students form a habit of learning out of interest. This will be a sustainable way for the hearing-impaired students to learn fine art with motivation (YU Tao, 2004).

1.2 Encouraging the hearing-impaired students to learn proactively

The teachers should encourage the students to learn proactively. They should not impart knowledge or demonstrate the techniques of art to the students such as to spoon-feed them, nor should they instruct the students in a definite and simple way, but stimulate the students’ inspiration and cognition. The teachers should also offer the students more time and space as well as opportunities for the students to think about, to imagine, to experience, to compare, to appreciate and to judge the art works themselves. Then from multiple angles and with plenty of information, the students themselves will practice, explore and experience the empire of arts, somehow in a way of “openness”. On the one hand, the hearing-impaired students will develop in their sense of subjectivity and self-competence. On the other hand, the students will better understand the profound arts, and improve in their taste for art and keep learning with more enthusiasm.

1.3 Encouraging the hearing-impaired students to learn in cooperation

Cooperation is a power more important than knowledge itself. To realize the goal of fully developing the hearing-impaired students, forming the spirit of teamwork is an important approach for the hearing-impaired students to return to the main stream of the society and it is also a significant task for the teachers. Cooperative learning, as a learning pattern, with respect to individual learning, focuses on the interaction and interrelation in the teaching activity resulting in forming a happy and interactive relationship between the teachers and the students in an alternative way of passiveness and activeness. The teachers have choices between roles of authority, advisor or partner, while the students have to deal with both competition and cooperation. Cooperative learning converts individual competition into a group effort and helps to create a friendly relationship with mutual understanding, moreover, both the cooperative spirit and the sense of competition of the students are formed, which helps the teachers to cope with many distinct students. Not only can cooperative learning stimulate the motivation, proactivity and creativity of the students to make both the teachers and the students obtain full development, but it also benefits the students in forming their sense of teamwork, disciplining their behaviour, improving their self-educating ability to realize the interaction between the individual and the community. Meanwhile, the students can brainstorm the discussion on the problems by participating in classroom activities and finally improve the efficiency of learning.

1.4 Creating opportunities for students to demonstrate individual talents

It is an efficient way to help the students form the habit of learning actively by creating opportunities for the students to demonstrate individual talents. The opportunities will also help the students to experience success, stimulate the sense of success and strengthen their confidence as well. In reality, the learning interest and initiative of quite a few students have declined because they were not offered the opportunities to demonstrate their talents and did not experience the joy of success.

From another perspective, the students will only learn passively when their inclination for self-presentation and creativity are neglected, instead of focusing more on the teachers’ demonstration and students’ imitation.

Therefore, the teachers should encourage the students to present their work and ideas in the classroom. Taking art designing as an example, in the classroom, the teachers can encourage the students to present their ideas at the lectern while the teachers act as a supervisor, giving them advice and being careful not to diminish their confidence in the process. In this way, the students learn how to listen, to communicate, to express themselves and to cooperate with others, so they can experience the joy of success and broaden their views. Spontaneously and proactively, the students will try and explore the art and present their understanding of arts. It is an efficient way for the students to step into the society smoothly.

1.5 Abandoning the concept of “underachiever”

To help the students build up their confidence, it is very important for the teachers to totally abandon the concept of “underachiever” in the teaching process to ensure all the individuals participate in the learning without feeling the threat of failure psychologically. The students can then find ways suitable for them to step forward to achieve their goal without any burden.

2. Cultivating the self-control ability of the hearing-impaired students

Compared with their peers, the hearing-impaired students are weaker in comprehension, concentration and self-control in their study because of the handicap. The disability will usually ruin their confidence at learning, so they are easily discouraged even by a small failure. Therefore, in the whole teaching process, to enable the students to feel the value of involvement, the teachers should make the students understand, by every means, that learning is their own affair related closely to their efforts. Meanwhile, the teachers should direct these students to form a habit of concentration, self-control, and especially perseverance in achieving the goal.

We also have found that these students’ general ability in self-control is limited. They will easily immerse themselves in the previous segment which particularly interested them while ignoring the next segment of study. In this case, we must be aware that we can not indulge their interest because it is kind of short-term interest which can not go far and must not replace the long-term interest. Letting the student indulge himself in this way will result in the personality of self-indulgence and curiosity instead of true interest. To solve this problem, the most important way is to cultivate the hearing-impaired students’ self-control ability. Teachers should inform these students of the teaching goal, the learning contents and procedure, accurately and clearly avoid any ignorance in the learning process. Meanwhile, to ensure these students accomplish their learning tasks, a cooperative learning way should be taken into consideration to encourage these students to encourage and help each other, so they can deal with each segment of the whole process.

3. Cultivating the initiative of the hearing-impaired students

It is of the utmost important to encourage these students to be creative proactively in fine-art learning, especially, to highlight their sense of innovation without constraining them into a certain style. The teachers just encourage these students to present their own characteristic style by breaking the regular way of thinking with rich and bold imagination. The teachers also should be wise in orientating these students towards the right way of thinking and livening up their thoughts as well (CHENG Ming-tai, 2000). The sense of creativity and the innovative thinking of these students will therefore be intensified. These students can eventually maximize their creative ability by actively participating in the learning activities with better attitude and surpassing their current achievements.

4. Guidance in the involvement and evaluation of the hearing-impaired students

It is essential to learn how to evaluate oneself or others in the fine-art learning process. Through evaluating their own art works, these students will experience quicker self-satisfaction which bring the students not only joy but also self-confidence and permanent motivation and strong interest in art. The evaluation helps these students to learn about their strengths and weaknesses which will enhance their learning initiative and improve their learning quality based on their original achievements. In operation, we should pay attention to three aspects as follows:

Firstly, we should fix scientific evaluating indicators, including two non-intellectual factors, and they are the art itself and that outside of the art. The art itself refers to the innovative way of thinking and presentation ability while the outside factors involve the spirit of teamwork, learning attitude and habits. To evaluate one's own art work objectively, we must stand in a high enough level. The handicap weakens the acquisition and understanding of that knowledge, which has affected the way to understand the art works profoundly and their innovative ability as well. Therefore, in the teaching process, the teachers should properly broaden the view of these students by means of modern teaching methods to help change these students' mono-structural concepts and improve the aesthetic consciousness and art tastes of these students. Apart from the above mentioned, the teachers fix evaluating indicators in accordance with teaching requirements and aims, as well as concrete situations to make the evaluation evidence-based.

Secondly, it is necessary to enact precise evaluation which can direct these students on a right way to evaluate and strengthen their self-control ability. By evaluation, these students' initiative is motivated and they will keep examining themselves in their learning activities. Generally, process evaluation should be enacted periodically. Varying evaluation items should be set in accordance with problems to be easily encountered and the process as well as the demands. Taking decoration painting as an example, at primary stage, we should base the evaluation on innovation and creative ideas because these students are easily excited by new knowledge. Meanwhile, we can also make proper evaluation on the fullness of shapes and diversity. At the second stage, the evaluation on the spirit of their teamwork and attitude is more important for them to examine and adjust themselves, because competent students will deepen their learning consciously while the less adequate may show impatience at difficulty. At the final stage, color expression is important in general evaluation.

Finally, we should direct these students to find their strengths and weaknesses in the comprehensive evaluation. Apart from the above mentioned evaluation contents, we can also alter pure art activity into comprehensive development by considering the taste and evaluation of the teachers and other students. Taking the works on theme designing, many of these students will feel discouraged if evaluating the works in accordance with the final effectiveness because of the difference between them in their professional knowledge which bring them with difficulty. Putting aside these factors, the teachers just help them to establish their sense of confidence by letting these students present their works while giving their own evaluation which will help them to find their talents and learn to appreciate themselves. In this process, the teachers may classify these students work to let them know what makes a fine work and what makes an inferior work. The teachers should avoid extreme criticism so as not to hurt self-esteem. It is also good to encourage these students to write down their experience in painting. The process itself is a way to find failure in their creation. It is negative to attribute failure to inadequate ability. Wrong attribution may lead to discouragement, weakness which decreases learning activity. It is positive to attribute failure to inadequate devotion, which encourages these students to get rid of moodiness and take

initiative.

In short, teaching hearing-impaired students is not only a process to cultivate their aesthetic taste and impart professional skills, but also to get these students to recover psychologically. To profoundly improve the quality of teaching, the teachers should seek efficient ways to activate these students' initiative and arouse their sense of activity by combining their psychological features and teaching practical states.

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