

# Research on the application of advance organizer strategy in Chinese curriculum teaching for the mentally retarded

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**Abstract:** The new curriculum standards have put forward new requirements for the teaching of Chinese curriculum in schools for mentally retarded students. In order to better promote the learning of Chinese curriculum for mentally retarded students, teachers can effectively combine students' original knowledge structure with the new knowledge to be learned and establish the relationship between new and old knowledge by combining students' learning interests, and use the strategy of advance organizer to select appropriate guidance materials, so as to reduce students' difficulty in understanding the new knowledge, improve their sense of self-efficacy, make students willing to actively participate in classroom teaching activities, and improve classroom quality.

**Key words:** advance organizer strategy; Chinese language teaching for mentally retarded students; mentally retarded students; classroom teaching

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## 1 Overview of advance organizer strategy

Since Ausubel proposed the advance organizer teaching strategy, many educators have regarded it as an important teaching theory in classroom teaching. At the same time, many educational researchers have conducted various studies to demonstrate its effectiveness and rationality in the teaching process. In the research of Chinese language teaching, various research results of the advance organizer strategy are reflected in multiple fields such as Chinese character writing, text reading, oral communication, and integrated practices. This also indicates that implementing the advance organizer strategy in educational activities can effectively help teachers carry out Chinese language curriculum teaching. Based on this, in the teaching activities of Chinese language curriculum at schools for mentally retarded children, the advance organizer teaching strategy can also play its unique teaching advantages [1]. Based on the thinking characteristics and learning methods of students with intellectual disabilities, teachers can reasonably use the advance organizer strategy to compensate for their shortcomings, purposefully and systematically awaken their existing knowledge and experience, deepen the connections between knowledge, and enable students to integrate the knowledge they have learned, thus avoiding learning errors and enabling efficient learning [2].

Previous studies have found that different researchers classify advanced organizers into different types according to different criteria. In the context of proposing the theory of meaningful learning, Ausubel divides it into declarative organizers and comparative organizers based on the function of advanced organizers. Some scholars divide the advanced

organizers into upper level organizers, lower level organizers, and parallel organizers based on their relationship with the learning content. In addition, relevant researchers have classified advance organizers into various types based on their presentation forms, such as text advance organizers, image advance organizers, and concept map advance organizers. In the teaching of Chinese language curriculum, regardless of the type of advance organizers chosen, teachers should guide students to actively connect new and old knowledge based on their own teaching objectives and content, and internalize the learned knowledge, so as to achieve meaningful learning.

## **2 The application of advance organizer strategy in Chinese language teaching for students with intellectual disabilities**

As an important curriculum content in schools for mentally retarded children, Chinese language curriculum plays an important role in improving the oral expression, Chinese character writing, and even Chinese language literacy of mentally retarded students. But since linguistic knowledge tends to be more abstract, this also puts higher requirements on the comprehension ability of mentally retarded students. Therefore, in the process of Chinese language teaching, how to improve students' understanding and mastery of textbook knowledge through advance organizer strategy is an important issue that teachers need to explore seriously. In previous text teaching, teachers usually carried out teaching activities based on students' learning interests, focusing on improving their cognitive abilities and knowledge. However, they often overlooked students' experience of the author's inner emotions and background, that is, the cultivation of their emotions, attitudes, and values. In order to better utilize the influence and role of Chinese language curriculum on the minds and thinking of students with intellectual disabilities, teachers need to scientifically apply the strategy of advance organizer, strive to improve the teaching effectiveness of the classroom, and continuously improve the Chinese literacy of students with intellectual disabilities.

### **2.1 Prepare before class and select advance organizers**

The advance organizer strategy is not used casually in the teaching of Chinese language curriculum. How to use the advance organizer strategy correctly and reasonably depends on the teacher's advance class preparation process. In this process, the main issues that teachers consider are reflected in the following three stages: exploring textbooks, analyzing learning situations, and making reasonable use of teaching resources. These three stages are not only independent parts, but also an integral part of the advance class preparation stage, and are inseparable from each other. Firstly, teachers need to have a clear understanding of the content of the textbook. The text content in the textbook is presented as the most intuitive knowledge in Chinese curriculum, and the design of each teaching link is carried out on the basis of the textbook. Therefore, teachers must conduct in-depth exploration of the textbook and select appropriate advance organizers based on the different content of the text in the textbook. Secondly, teachers should clearly recognize that students are the main body of classroom learning, and the design of teaching processes is aimed at better development and improvement of students. Therefore, analyzing the learning situation of students is crucial. Analyzing the learning situation of students is not simply a stratification of teaching objectives, but rather a multidimensional analysis based on their learning methods, characteristics, interests, and abilities. On the basis of analyzing the learning situation, selecting appropriate materials as the advance organizers can better stimulate the interest and enthusiasm of students in Chinese language learning, and enable them to actively participate in the teacher's classroom teaching activities, thereby improving their learning ability and Chinese literacy. Finally, sufficient teaching resources are also an indispensable part of the preparation of the first organizer strategy. In fact, no matter what classroom teaching strategy is used, it cannot be separated from the help and support of teaching resources for classroom teaching, which also means that teaching resources affect the effectiveness of implementing the advance organizer strategy. In summary, during the advance class preparation stage, teachers need to

exert their subjective initiative to conduct a reasonable evaluation and analysis of textbooks, learning situations, and teaching resources, in order to lay a foundation for better implementing the advance organizer strategy in the teaching of Chinese language curriculum.

## 2.2 Observe in class and adjust teaching strategies in a timely manner

In the process of classroom teaching, the use of advance organizers can influence students' cognitive structures, help them extract old knowledge, establish a cognitive framework conducive to assimilating new knowledge, and facilitate the smooth completion of teaching tasks [3]. Moreover, many educational researchers have emphasized in their research on special education teaching activities that classroom teaching cannot be separated from students' learning interests. This also means that teachers cannot be separated from students' learning interests when implementing the advance organizer strategy in Chinese language teaching. This is determined by the physical and mental development laws of students in schools with intellectual disabilities, and on the other hand, because students are the main body of classroom learning activities, teacher's teaching is not simply a process of imparting knowledge, but a process of helping students better accept new knowledge. In the teaching stage, the application of the advance organizer strategy in the teaching activities of Chinese language curriculum is mainly reflected in the three stages of introduction, new teaching, and consolidation. Teachers need to timely observe students' classroom behavior and learning outcomes in these three stages, in order to prepare for adjusting teaching strategies.

Firstly, as the first and most important step in the application of teaching strategies by advance organizers, the introduction is undoubtedly the most important. According to the characteristics of the content of the Chinese language curriculum, the methods of the introduction are also diverse, such as nursery rhyme introduction, story introduction, animation introduction, etc. Different forms of introduction can also produce different teaching effects. Teachers need to observe whether children establish connections between new and old knowledge in the introduction process, which is also the core manifestation of the application of advance organizer strategy.

Secondly, as the central part of the Chinese language classroom, new teaching should not only impart knowledge and skills to students, but also elevate their emotions, attitudes, and values to a certain extent. This series of content mainly includes listening, speaking, reading, and writing in Chinese language classroom teaching. Given the physical and mental characteristics of students with intellectual disabilities, the teaching content of a class should not be too much and complicated. It should highlight the key and difficult points, making it easy for students to understand and master it. Therefore, when teaching, teachers need to focus on the teaching content, search for new knowledge and the connection between old and new knowledge through the existing knowledge of students, in order to determine the core content of classroom teaching. The different presentation forms of organizers can help teachers have a more comprehensive understanding of the current level of students, laying a foundation for the creation of connections between new and old knowledge.

Finally, the consolidation stage is indispensable for a complete Chinese language class, especially for students who are developing intellectual abilities. The knowledge consolidation stage led by the teacher is crucial. Whether it is a summary of the knowledge learned or a conclusion of the entire class, it is beneficial for students to establish a connection between new and old knowledge. At this stage, teachers mainly observe students' mastery of knowledge and test the effectiveness of this teaching strategy through questioning, practice, and other methods, preparing for subsequent supplementation and adjustment of teaching strategies. In summary, it can be found that the application of the advance organizer strategy in Chinese language classroom teaching is not systematic and unchanging, but constantly adjusted based on guiding students to independently establish connections between new and old knowledge. The application of any

teaching strategy in the three stages of introduction, new teaching, and consolidation cannot guarantee achieving the expected classroom teaching effect in one go. Teachers can adjust their strategies in stages, while also changing the perspective of organizers or updating their perspective forms, so as to apply guiding materials more reasonably in classroom teaching activities.

### 2.3 After class summary to enhance student self-efficacy

In the teaching of Chinese language curriculum, most students are unwilling to participate in classroom teaching activities due to the difficulty of the curriculum. This is partly due to the lack of solid mastery of previously learned knowledge, and partly because they do not have good expectations for learning outcomes. Therefore, by organizing in advance and using guiding materials, students can connect the new knowledge they need to master with the old knowledge in their existing cognitive structures, objectively reducing the difficulty of students directly learning and understanding new knowledge, and gradually forming a knowledge structure network. According to Bandura's theory of self-efficacy, students gain successful experiences through continuous learning, which is conducive to the cultivation of subsequent learning confidence and the improvement of learning interest [4]. In addition, during the process of summarizing after class, teachers also need to have a correct understanding of the advance organizer strategy, with the aim of helping students construct new knowledge and updating their existing knowledge system. Therefore, it is a controversial question whether students can immediately grasp the latest knowledge they have learned with the help of guidance materials due to weak mastery and other reasons.

## **3 Reflection on the application of advance organizer strategy in Chinese language teaching**

### 3.1 Beneficial for the transfer and internalization of Chinese language knowledge among students with intellectual disabilities

As a fundamental course in schools for mentally retarded children, Chinese language curriculum plays an important role in exercising students' thinking, improving their cultural level and social communication abilities, and equipping them with basic life skills. In the classroom teaching of mentally retarded Chinese language, using the strategy of advance organizer can improve the organization and presentation of teaching materials in various ways, enhance the understanding of knowledge among students with intellectual disabilities, and strengthen their learning of Chinese language. The application of the advance organizer strategy is mainly to support reducing the difficulty of student learning. Before designing, teachers need to base their designs on textbook knowledge content, pay attention to the differences and connections between new and old knowledge, and select appropriate presentation materials for students with intellectual disabilities, so as to guide their learning based on their cognitive development level, and help them improve their learning efficiency. The advance organizers serve as an important foundation for learning new knowledge. Teachers need to combine actual teaching with the characteristics of advance organizers and present them in an appropriate way, so as to awaken the knowledge and experience that students with intellectual disabilities have already mastered, fully extract internal knowledge, and transfer it to new learning tasks, thereby improving understanding ability.

### 3.2 Beneficial for the expansion of Chinese language knowledge and the improvement of Chinese language literacy among students with intellectual disabilities

Chinese language curriculum is of great significance for developing the potential and compensating for deficiencies of intellectually challenged students, and enabling them to adapt to future life. In the mentally retarded Chinese language course, the teaching method of using the advance organizer strategy can be presented in different Chinese learning scenarios through various forms of organizers. Based on the textbook, new Chinese learning content can be expanded, the breadth of knowledge can be extended, cultural confidence can be enhanced, and students' Chinese literacy can be

improved. On the premise of comprehensively grasping Chinese language textbooks, teachers need to recognize that the learning of Chinese knowledge and the improvement of Chinese literacy are continuous processes. Therefore, in classroom teaching, the continuous creation and presentation of advance organizers in different teaching contents can bring emotional value and influence to students, help them awaken the knowledge content they have learned in a more realistic life state, expand their Chinese knowledge, and improve their Chinese literacy, laying a solid foundation for integrating into social life.

### 3.3 Beneficial for stimulating the interest of Chinese language learning among students with intellectual disabilities

In the teaching of Chinese language in the mentally retarded language classroom, the presentation of the advance organizer can enable mentally retarded students to have a certain degree of preconception about the new knowledge they will learn both physically and mentally, and prepare for learning in advance. This kind of preparation is more reflected in the cognitive level of students. By using the advance organizer strategy, teachers can remind students to recall old knowledge connected with new knowledge. In the learning of new knowledge, they actively mobilize the parts of their existing cognition related to new knowledge for course learning, thereby reducing the difficulty of students understanding new knowledge, improving learning efficiency, and stimulating the learning interest of Chinese language courses for students with intellectual disabilities. In the process of setting up organizers in advance, teachers need to select organizers that are close to students' cognitive reality. This not only attracts students' cognitive attention and stimulates their learning interest, but also promotes their better learning of new knowledge and enhances their learning initiative.

## 4 Conclusion

Due to the impact of their physical and mental developmental barriers, students with intellectual disabilities not only exhibit the learning patterns of ordinary students, but also exhibit their own uniqueness in the learning of Chinese language curriculum. As an important component of the curricula in schools for mentally retarded children, Chinese language curriculum requires teachers to better play their unique guiding role, take initiative in the design of teaching processes, and better impart knowledge to students by leveraging the advantages of various learning theories and combining them with the learned content. This article analyzes the various stages of Chinese language teaching and elaborates on the specific application of the advance organizer strategy in each stage. In practical teaching, teachers should find the combination of old and new knowledge through the presentation of guiding materials, cultivate students' interest in learning, enhance their confidence, and continuously tap into their personalities, ultimately promoting meaningful learning. This enables students to integrate what they have learned, form their own cognitive structure and knowledge system, and prepare for future social life.

## Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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