

A Study Regarding the Preschool Education of Mentally Handicapped Children in China

– A field study of a preschool education class at Jingchangqu
PeizhiSchool, Suzhou City –

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The purpose of this study is to reveal the present fundamental theme of the preschool education of mentally handicapped children in China through clarifying the actual state of the preschool education of mentally handicapped children.

This study selected as the field of inquiry the first public school that offered the preschool education of mentally handicapped children in Suzhou City.

In this study, the founder of this school was interviewed to elucidate the previous fundamental theme.

From this interview, five aspects were analyzed regarding the preschool education class of mentally handicapped children. For example, these include: the capacity of mentally handicapped children, difficulty creating educational programs, providing educational principles for preschool education, Nature of education, and the training of teachers

Next, factual surveys were done for six children (three boys and three girls) in a preschool education class of mentally handicapped children, in order to present a new trial for a preschool education class of mentally handicapped children.

The contents of the factual surveys consisted of interviews and questionnaires for the parents of the intended children, along with an interview with a class teacher instructing a preschool education class of mentally handicapped children.

The findings from the results revealed difficulty in creating educational programs that correspond to the needs of individuals.

In addition, the findings from results revealed that parents and the class teacher expected behavioral and concrete changes in children. For instance, this included increasing their vocabularies, understanding adult instructions, and improving their social skills.

When the educational programs corresponding to the needs of individuals were created, the curriculum was based on one's developmental stage and the individual characteristics of their disorder, as necessary.

In this study, future tasks were planned, completed, and evaluated regarding the educational programs corresponding to individual needs.