

The Impact of Environmental Art on Deaf Children

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Abstract

Different degrees of damage to make them on the cognitive and perceptual formed a certain degree of difficulty, and then formed in communication, expression, learning less than ordinary people, deaf children's emotional instability, bad temper, withdrawn character and other unhealthy psychological state. Therefore, the deaf and dumb children should carry on the rehabilitation training and the knowledge education no matter in the psychology and the physiology, thus better connects with the society, manifests own life value. The special education school for deaf-mute children is an important place for the rehabilitation training and learning of deaf-mute children. Through a series of investigations and studies, a large part of the special education school for deaf-mute children in China will not conduct the research on the guidance system for the life habits of the deaf children or is not in line with the development of the deaf children. Therefore, the guidance system of special education schools for deaf and dumb children cannot be ignored. Through the exploration and analysis of this paper, the importance and design requirements of the guidance system of special education schools for deaf and dumb children are concluded, so as to build a people-oriented school for deaf and dumb children, and make the campus of deaf and dumb children better combine with rehabilitation treatment and learning education.

Keywords

Guide System; Special Education School; Deaf and Dumb Children.

1. Introduction

1.1 Background of the Study

With the development of our country's economy, children have always been regarded as the hope and flower of the motherland, the object of our emphasis on edification and cultivation, and we give these children more and more material and spiritual needs. When we see these healthy and lovely children playing in the classroom and receiving a good education, will we remember that there are still some "angels with broken wings" on this earth, who still have auditory, verbal, and spiritual deficiencies. In China, special education schools for deaf and mute children account for 28% of special education schools, for deaf children, deaf children are more likely to connect with other special students and more simply show their own value in society. Therefore, the education of deaf children cannot be ignored. A good educational environment can bring greater help to children's physical and mental health and education. Therefore, this paper combines the environment and the needs of deaf children to study the impact of the environment on deaf children.

1.2 The Purpose and Significance of the Study

1) The purpose of the study: To analyze and study the campus education environment and campus construction of deaf children, and to explore the needs of the educational environment for deaf children, play a key role in the rationalization of special education and basic education, so that special

children have their own learning environment. And it can provide a meaningful reference role for the special education schools for deaf and mute children in the future.

2) Significance of the study: To provide a healthy, reasonable and suitable environment for deaf children to learn, and to give children a barrier-free activity space, so that children can not only receive a good education in schools for deaf children, but also have a suitable living environment for children. Moreover, it can also guide and promote the physical and mental health of deaf children. Compared with normal people, deaf children are not only physically different, but also have certain differences in psychology, deaf children's children are generally inferior, autistic, and withdrawn. What we have to do is not only to enlighten them spiritually, but also to help them psychologically. We guide children not only by lecturing, but also by improving their learning and living environment.

2. Analysis of the Needs of Deaf-Mute Children for Basic Design

2.1 Environmental Psychology

The name environmental psychology was first proposed by several researchers from New York, and it is primarily a discipline that delves into the relationship between people and the environment in which they depend. Environmental psychology is an applied field of social psychology that studies the relationship between the environment and human psychology and behavior, also known as human ecology or ecological psychology. The reason why environmental psychology has become an applied research field of social psychology is because social psychology studies the behavior of people in the social environment, and from the perspective of systems theory, the natural environment and the social environment are unified, and both have an important impact on the occurrence of behavior. For deaf children, the main way they receive information is almost entirely visual. Deaf-mute children have a lot of inconvenience in communicating with normal people, and they generally communicate with normal people by handwriting and other methods. At the same time, deaf and mute children also have depression and inferiority due to their lack of communication and lack of ability to express their thoughts. Therefore, in the teaching mode, the teaching mode of reading and talk teaching is basically adopted, and sign language teaching is supplemented. Therefore, the environmental design of special education schools should also be adjusted accordingly compared with ordinary schools. What we need is to design according to the different types of students and the differences with ordinary students, not only to avoid the risk factors caused by the lack of money for deaf children in a certain aspect of the ability due to inadequate environmental design, but also to design according to the needs of special children.

2.2 Humanized Design

As the name suggests, humanized design refers to the design of emotional and spiritual needs that people pay more attention to in the case of material requirements. Humanized design is particularly important for special education schools. People-oriented is to take people's physical and mental needs as the main starting point. For deaf children, their physical and psychological needs for architectural and environmental design should be adequate. Whether it is from the finishing design or the local design, it must meet the needs of humanization. For example, in the living of deaf and mute children, a device with remote control of sleep vibration and wake-up should be designed on the bed to ensure that students can get up on time. The design of the campus landscape must also meet the psychological and behavioral characteristics of deaf children, and at the same time meet their psychological needs for the surrounding environment, and the humanized design of the landscape environment can meet the experience and feelings of deaf children's safety, relaxation, freedom, and happiness.

2.3 Accessible Design

At the beginning of the 20th century was a new approach to architectural design in the architectural world. Barrier-free design emphasizes that in the modern society with high development of science and technology, all public space environments related to human clothing, food, shelter and

transportation, as well as the planning and design of various types of building facilities and equipment, must fully consider the use needs of the masses with different degrees of physical disability defects and normal activity ability decline (such as the disabled and the elderly), equipped with service functions and devices that can respond to and meet these needs, and create a modern living environment full of love and care, and effectively guarantee human safety, convenience and comfort. Barrier-free design is also required in the construction of schools for deaf children. Because of the physical defects of these children, their ability to perceive and accept the surrounding environment is more difficult than normal people, so creating a good school environment is particularly important for children with deaf and mute children. Taking into account the characteristics of the physical and psychological needs of deaf children, educational schools for deaf children should be designed to be easy to communicate with and easy to identify in the environment, which can be used to remove some obstacles in the environment. The accessibility standards on campus have never been met.

3. The Effect of Environmental Signs on Deaf Children

3.1 The Concept of Environmental Identity

As the name suggests, environmental labeling is text and images with design ideas in the environment, with the purpose of conveying accurate information and attracting public attention. The environmental identification system is not only a display board for teachers and classmates in special education schools for the deaf and dumb, but also a display for external communication. Deaf children as a relatively special group, so the environmental identification system in the deaf school is more targeted, this pertinence is through the in-depth understanding of this special group, the design of the environmental label in line with the deaf children.

3.2 The Needs of Deaf Children and the Role of School Environmental Identification System

Most of the schools of deaf and mute children in China are relatively beautiful, but at the same time ignoring the improvement of the environmental identification system in the beautiful, so in this regard, it still stays in a relatively primitive state. In order to better enable deaf children to better understand the surrounding environment and adapt to the surrounding environment, their needs are now divided into three categories: First: help children with language and hearing defects to quickly identify the surrounding environment. Two: Help them avoid disasters and dangers, and grow up safely and healthily. Three: while they are familiar with the surrounding environment and actively guide them. The role of the environmental identification system of special education schools for deaf-mute children is to understand their needs, and at the same time to design a more distinct visual impact on the visual identity system, so as to form a convincing visual language. Understand their mental dynamics, use the clever changes in images, the bright collocation of colors, the positive influence of words, etc. to guide them, and on the basis of understanding, generate positive psychological encouragement.

4. Impairment Characteristics and Behavioral Characteristics of Deaf-Mute Children

4.1 Characteristics of Impairment of Deaf Children

Special education as part of the basic education component of China, and the construction of deaf and mute children's education schools is a framework built on the basis of the construction of ordinary primary and secondary school campuses. Deaf-mute children due to defects caused by obstacles and ordinary primary and secondary school students in the psychological, behavioral characteristics of a large gap, deaf-mute children special education schools must be targeted at these gaps and then targeted design, in order to ensure that deaf-mute children have a certain safety in school.

4.2 Behavioral Characteristics of Deaf Children

Because deaf children themselves have certain physical defects, they lack a more important channel for obtaining information. As a result, they have a line of obstacles to communication with normal

people, there is a lot of information they do not know or know is not very comprehensive, only with their own eyes to see the surface of things, deep things they can not understand, which makes knowledge difficult to accept and difficult to spread, so this is why many deaf and dumb children only know what it is, do not know why. Children of deaf-mute children are mostly more withdrawn in personality. In our country, a large proportion of deaf-mute children live in places where only he is deaf-mute, so they rarely have friends. Deaf-mute children speak words that others can not understand, others do not understand what they say, this kind of barrier to communication, sometimes by children of the same age ridicule, bullying, misunderstanding, so, leading to their premature acceptance of irritability, sorrow, anxiety, uneasiness experience, become timid, more and more unwilling to go to sound contact and conversation, close themselves, so that the personality is slowly withdrawn. There are a large number of deaf and mute children's children's family living standards are not very ideal, and those a variety of goods for them have a great temptation, whenever the material basis can not meet them, some children with weak self-control, there will be some bad behaviors, such as stealing, touching, greedy and cheap, etc. Because of their birth defects, they cannot hear people condemning and talking about their bad behavior, which leads them to aggravate. And some parents' excessive doting on them, coupled with lack of attention to life, and relatively little education, will also promote the continuation of these children's bad behavior. Because of the communication disorders of deaf children, there is relatively little emotional communication between deaf children and people, plus sympathy and care for deaf children, resulting in them getting more and paying very little to the outside world. The children of deaf-mute children take this sympathy and love for granted, and over time, there is a lack of gratitude in their hearts.

5. Conclusion

Deaf children are a relatively special group in society, so we should give them more care and love. It is not only necessary to meet their basic livelihoods, but also to consider the education and employment of deaf children. According to the survey, the cause of Special Groups of People in China is also constantly progressing and developing with the rapid development of the country. Special education schools are an important link that cannot be missing from the completion of careers by special groups. In this paper, the effects of the environment on deaf-mute children are studied through environmental psychology and human design related theories. Based on relevant information and books and field surveys, the characteristics of children, environmental needs and needs for the surrounding environment in special education schools for deaf and mute children were collected and analyzed. Special education schools for deaf and mute children are only part of the education school, the construction of the educational environment of special education schools will be a topic of long-term development, I hope that through the continuous development and progress of society, the general public and our government can give more help to the special groups in this society, and also hope that the educational environment and physical and mental health of special groups will be further improved.

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