Research on Physical Education of Middle School Special Students in Nanchang District under the Concept of Inclusive Education

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Abstract. From the perspective of inclusive education, this paper classifies disabled children into visual disability, hearing disability, physical disability and visceral organ dysfunction. Combining with the current physical education curriculum in primary and secondary schools in Nanchang and physical education teachers’ cognition of inclusive education, the paper constructs a teaching method in line with disabled and weak students in primary and secondary schools in Nanchang.

Introduction

Education is the basis for social progress. In recent years, the development of education has been in full swing. With the development of education, the education of special children has received more and more attention. However, it is quite difficult for every student to enjoy the right to “educational equity”. The concept of inclusive education is not only a teaching concept against discrimination and exclusion, but also a right to protect all students to enjoy fair access to education. Paying attention to the education of special children and special groups is the basis of maintaining the fairness of education, national rejuvenation and education.

Investigation on the current situation of physical education curriculum in middle and primary schools in Nanchang

At present, the physical education curriculum in primary and secondary schools in Nanchang is mainly carried out by sports practice. The physical education courses are mainly track and field, basketball and table tennis. This is due to the lack of physical education teaching sites in primary and secondary schools, which makes it difficult to carry out more physical education courses. In terms of teaching content, fitness, fun, playfulness and safety are the main principles of primary and secondary school teaching content. The new curriculum standard believes that all physical education teaching content that can promote students’ physical and mental health is the teaching content of physical education, but the choice of teaching content varies from person to person. Because the primary and secondary school students is in the crucial stage of physical and mental development, load intensity should not be too heavy, so when teachers choose teaching content, they tend to give priority to some sports games combining simplicity and playfulness. This is because the playfulness of sports games is an important factor to attract students to participate in sports activities. For the primary and middle school students, they have difficulties in concentrating and self-control. Therefore, interesting sports activities can attract students’ more attention, and of course these sports activities should be carried out under the premise of safety.

Analysis of psychological characteristics of disabled and weak students participating in sports activities

Due to the physical defects of disabled and weak students, they not only have mobility problems, but also cause problems in their study and life. In real life, they are usually the objects of ridicule by their peers, making them more sensitive, which further aggravates their inferiority, thus affecting their
own outlook on life and values. According to the survey, the factors affecting the participation of disabled and weak students in physical education curriculum are: fear of revealing their own defects, being laughed at, not specifying the location, lack of sports equipment, lack of guidance, and fear of injury are the main factors restricting their participation in physical education curriculum and these factors have seriously affected their enthusiasm for sports activities. At the same time, their own movement inconvenience and failure to find sports companion are also reasons to restrict them from participating sports activities. Because of their physical defects and difference from companions, which will cause them a sense of boredom and lose interest in sports activities.

**Physical education for disabled and weak students**

The disabled trading regulations states bluntly that qualified schools are required to classify or teach individually for different students. Students have equal rights and opportunities for education. Although they are unable to carry out normal physical activities, they must analyze students’ physical condition and then group teach or individual teach, giving them spiritual help, thereby enhancing their self-confidence, cultivating their interest in sports, and developing their good physical exercise habits. The syllabus, with the guidance of health first, aims to design different physical education teaching methods and teaching objectives for different students' physical and mental characteristics and the teaching goal is the starting point and destination of physical education. During the field investigation of physical education teaching in primary and secondary schools in Nanchang, the author learned that most primary and secondary schools do not have a physical education syllabus for disabled and weak students. The school's syllabus sets the syllabus independently without violating the national curriculum standards, which leads to the lack of specialized physical education materials for disabled and weak students. Teachers teach only by experience, which leads to decreasing participation in physical education curriculum. Some schools adopt a “special treatment” for disabled and weak students, they cannot take physical education classes, and this will do great harm to cultivate students’ interests in sports.

**The Cognitive Form of Physical Education under the Concept of Inclusive Education**

**Teachers' attitudes towards the introduction of group sports courses in special primary and secondary schools**

The level of development of the concept of inclusive education and the advantages and disadvantages of implementation are all in the hands of teachers. Through the investigation of some primary and secondary school teachers in Nanchang City, it can be seen that the school is more sensitive to the group education work of special education. They also attach great importance to the education and teaching of disabled and infirm students. Teachers can understand the concept of "inclusive education", but in the actual teaching process. Because the student's physical factors are more difficult in the implementation process, especially for students with physical disabilities, in the course of sports practice, walking jump shots are physical movements, which leads to physical education courses. It is difficult to accept all. In the interview survey, the author found that the vast majority of teachers believe that sports can not only enhance students' physical fitness, but also enrich their extracurricular leisure life, enhance self-confidence, enhance communication skills, and ease their psychological pressure. Physical education is of great help to promote the physical and mental health of students with disabilities. The educational development of students with disabilities is promising, and the concept of inclusive education can be fully implemented.

**Analysis of physical education teachers' own professional skills**

Physical education teachers are the guides of the physical education teaching process of students, and the concept of inclusive education in the special education group should not only have a deep sense of responsibility and mission, but also have a solid professional education foundation and rich physical education teaching means. The survey shows that teachers are more aware of their own shortcomings, lack of special education capabilities, and participate in special education training, so
as to do a good job in physical education for disabled and infirm students. At the same time, they believe that in order to fully implement the concept of inclusive education, it is necessary to formulate different sports teaching content arrangements based on the characteristics of different disabled and weak students.

The Concept of Physical Education Program under the Concept of Inclusive Education

Production of corresponding teaching documents and increased publicity

Education is under the jurisdiction of the administrative units of the government. In view of the existing problems of disabled and infirm students in Nanchang City, relevant departments at all levels should pay more attention to them, formulate relevant rules and regulations, and set up supervision and inspection of the institutions at all levels in order to ensure comprehensive and active learning of disabled and infirm students. The responsibilities are clearly defined and special education is included in the evaluation of relevant departments, so as to ensure that relevant departments at all levels can pay more attention to it. We will improve the teaching materials system for special education groups, organize different teaching groups according to the stratification of students with different disabilities, and establish a healthy and reasonable curriculum framework so that students with disabilities can grow up as well as ordinary students. (c) Ensure that students with disabilities have balanced access to education and rights. At the same time, the government and schools should step up their efforts to publicize and pay more attention to students with disabilities and develop a good teaching atmosphere so as to ensure that they enter the "inclusive education" model.

Evaluation of the Teaching of Diversified Physical Education Courses

Teaching evaluation is a method that reflects the effectiveness of teachers' physical education teaching, and it is also a means to test the teaching quality of teaching methods. Because the physical differences of students with disabilities are different, a single evaluation standard cannot meet the needs of students with disabilities, and it is urgent to establish a diversified sports curriculum teaching evaluation. However, the following principles should be observed in the formulation of diversity evaluation criteria: First, students' enthusiasm. Since disabled and infirm students are different from ordinary students, the purpose of inclusive education is to enable students to actively participate in sports activities. In this way, students will have an interest in learning and enhance students' physique. Therefore, the evaluation system of diversified physical education courses pays more attention to students' performance and attendance. Second, attention to the ability of students with disabilities to use sports skills is particularly important for students with disabilities to master skills, which is related to their ability to apply what they learn to actual exercise. Finally, it is the psychological changes of the students with disabilities. Because their psychology is relatively fragile, their self-awareness is weak, and their communication ability is poor, so, their psychological quality and social adaptability can be used as evaluation criteria in physical education teaching.

All in all, teachers should strengthen the training of business learning ability, form a point of view and encourage more teachers to invest in the education of students with disabilities. For students with disabilities and infirmity, the curriculum evaluation of educators should be carried out in an encouraging manner, combining students' physical and mental health conditions and cultivating students' awareness of physical exercise.

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References

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