

Research on the Cultivating Path of Inclusive PE Teachers

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ABSTRACT

Based on the demand of inclusive education for inclusive PE teachers, this paper analyzes the basic qualities that inclusive PE teachers should possess, and proposes that the cultivating of inclusive PE teachers should focus on improving the cultivating objectives, enriching the curriculum, setting strict admitting system, strengthening post-employment training and other aspects so as to provide a reference for the cultivation of physical education teachers that meet the needs of society and students.

Keywords: *inclusive education, PE teacher, cultivation, path research*

1. INTRODUCTION

1.1. Brief Introduction About Inclusive Education and Inclusive Teachers

Inclusive education originates from special education [1]. In 1994, UNESCO adopted the "Salamanca Statement and Framework for Action on Special Needs Education" at the World Special Needs Education Conference held in Salamanca, Spain, and put forward the idea of "inclusive education" for the first time. The idea of inclusive education emphasizes that children are at the center place of education, and every child has the basic right to education, and each child's individual characteristics, interests, abilities, learning requirement and the wide differences in learning needs should be fully considered. It can be seen that inclusive education is concerned with the education of all children, including the education of special children. After years of development, the concept of human rights, equality, democracy, and advocacy of the value of collective cooperation in inclusive education wisdom have been generally recognized.

The realization of inclusive education, including ideas, policies, schools, resources, courses, teachers, evaluations, and other series of adjustments and changes, is an extremely complex systematic project [2]. Teachers who implement educational concept, education policy, and educational activities, are the first resource of education. If there are no teachers who can truly know well and implement the concept of inclusive education, all wishes are followers in mirrors and castles built in the sky. Therefore, inclusive education calls for inclusive teachers. So, what is an inclusive teacher? The author believes that inclusive teacher is a collecting concept and a new type of teacher that can adapt to the needs of inclusive education and the need of future development of education in terms of educational philosophy, knowledge structure, ability literacy, and professional emotions. In short, inclusive

teachers are able to adapt to and meet the basic requirements of general education and the special requirements of special education with special needs. Inclusive PE teachers are those who can not only meet the two requirement above but also have certain physical professional knowledge and skills to meet the physical and mental development needs of all students.

2. BASIC QUALITIES THAT INCLUSIVE PHYSICAL EDUCATION TEACHERS SHOULD POSSESS

2.1. Establishing the Basic Education Philosophy of Inclusive Education

Inclusive PE teachers should first establish the concept of inclusive education, the core of which is to advocate that all students have equal rights to education. For physical education, it should conform to the "health first" guiding ideology. All teaching activities and instructional designs should be oriented to all students and pay attention to the individual differences and different needs of students, so as to create the conditions for the healthy development of every student. In the practical physical education process, influenced by traditional educational concepts, the vulnerable students who have difficulty in participating in PE are usually allowed to exempt from this subject or attend the alternative class of "sports health classes". However, this way, considering from the perspective of teachers or administrators, rather than from the actual needs of students, is actually indirectly excluding this part of students from physical education. Inclusive education advocates that students are the main body of all educational activities, and educational activities aiming at meeting the actual needs of students should be student-centered. Therefore, the most important task of inclusive PE teachers is to firmly establish the concept of inclusive

education and to put the concept throughout the entire process of teaching.

2.2. Possessing the General and Special Knowledge and Ability of Physical Education Teachers

Under the guidance of the concept of inclusive education, physical education teachers need to master not only general education theories and knowledge, but also special education theories and special education knowledge, such as the principles of special pedagogy, the concept and classification of special students, psychological characteristics and adjustment of persons with disabilities, teaching methods and evaluation methods for special groups of students, etc. In particular, physical education teachers must understand the impact of sports on the physical and mental health of students with different types of disabilities, the needs of different types of students for sports venues, sports auxiliary equipment, protection and help methods, etc. and the discovery, diagnosis, evaluation, intervention and rehabilitation training for students with special needs. In addition, in order to meet the sports needs of special students, physical education teachers also need to continue to forge ahead and innovate, strive to improve the ability of sports project design, implementation and evaluation, improve oral expression, sports game skills, and skills and abilities of using body language to communicate with special students etc. so as to enter the students' hearts as much as possible and establish a good teacher-student relationship.

2.3. Having Good Professional Emotions

Students with special needs who are not willing to fall behind, but also difficult to reach the level of ordinary students, are often sensitive and suspicious, and have strong self-esteem. Therefore, in physical education process, more flexible classroom education and management methods should be adopted, and more attention should be paid to emotional input and active guidance. On the basis of understanding their needs, they should be given more care and help to make them acquire fulfillment and successful experience as much as possible to improve their enthusiasm and self-confidence in learning, and let them mentally integrate into the sports class and enjoy the happiness brought by sports, instead of being excluded from the sports class forever [3]. In this process, Inclusive PE teachers should not only have good professional qualities, they also need to have good professional emotions, treating students with more love, patience, perseverance, and affecting and driving students with true heart.

3. TRAINING PATH OF INCLUSIVE PHYSICAL EDUCATION TEACHERS

3.1. Improving the Training Objectives

At present, the training objectives of physical education majors both in our Normal Universities and Department of Physical Education of general universities and colleges are basically to train students to be competent in school physical education, training, competition, research and other related work, and also can train students to acquire the abilities of sports management and social sports guidance, but there are no specific requirements and instructions for the sports needs of special students in the training objectives. Even though the physical education teachers trained under the guidance of this training objectives can basically undertake the teaching work of physical education for ordinary schools and ordinary students, in the face of the physical education needs of special students, there is nothing to do. Therefore, we should improve the training goals of physical education majors, comprehensively revise the training program, And transform the goal of training the students to be an ordinary physical education teacher only with single teaching knowledge and skills to cultivating the students to be inter-disciplinary talents with certain special education professional qualities and flexible individualized physical education skills, who are qualified to undertake the work of how to teach and train various types of disabled students and educate them the way of competing and rehabilitating, and who have the knowledge of special sports research, sports management and social sports guidance and other general physical education skills.

3.2. Enriching the Curriculum

For the training of inclusive physical education teacher, the curriculum, a very important part throughout the four years of university study, at least includes five levels. The first level of the curriculum is the basic knowledge of basic educational theories, such as Pedagogy, Psychology, Education Management, and Modern Educational Technology that students need to learn and master. The second level is the professional basic knowledge, such as the Basic Introduction to Sports and Sports Physiology, which is the specific professional knowledge that students of sports majors need to learn and master. The third level is the basic technical skills about athletics, gymnastics, martial arts, and ball. The fourth level is to learn the special educational knowledge of inclusive education concepts and special education theories and to master the most basic methods and techniques of braille, sign language, and behavior modification. The fifth level is to increase practical teaching. On the one hand, students can practice their basic teaching skills through trial lectures, internal and external internships. On the other hand,

students majored in physical education can go to special education schools for internships and personal experience to deepen the understanding with special students and gain the first-hand teaching experience of special physical education so as to eventually improve their special educational knowledge and level in emotions, attitudes, knowledge, and skills.

3.3. Establishing Strict Access System

The teacher qualification system, a kind of legal professional qualification system implemented by the state for teachers, which can fully reflect the professional characteristics of teachers, is an important guarantee for teachers to manage their teaching according to law and an important guarantee for teachers to be scientific, standardized and legalized. After years of exploration, especially after the full implementation of the national unified examination for teacher qualifications in 2019, there has been a more unified and perfect standard for teacher qualifications. However, in the current teacher qualification access system, it still remains the separation of general education and special education, which does not reflect the concept of inclusive education. Therefore, it is recommended that in the current teacher qualification examination, the basic concepts, basic theories, basic knowledge, and basic skills which inclusive teachers should possess, are necessary to be encompassed in the examination content. What is more, the teacher qualification access system requires teachers to not only have the education abilities of ordinary teachers, but also have the most basic educational abilities and skills for special education. Establishing strict access system will be an effective way to solve the shortage of special teachers and promote the cultivation level of inclusive teachers.

3.4. Strengthening Post-Employment Training

It is an indisputable reality for physical education teachers, who already possess the physical education teachers' qualifications but lack the educational ability for students with special needs. Therefore, it is particularly important and urgent to regularly make the physical education teachers to have the special physical education knowledge and abilities. In addition to the training methods mentioned above, it is still important to strengthen post-employment training. In terms of post-employment training, it is available to use various methods such as inviting experts to hold lectures, internal and external exchange seminars, training of key teachers for vacations, engaging in advanced studies, online education and training, etc. The training scores and the class hours are regarded as a promotion factor of promotion. As for the content of post-employment training, in addition to the training of the theoretical knowledge of inclusive education, specific practical ability should also be cultivated. These suggestions are also beneficial such as inviting physical

education teachers in special schools and special education experts in colleges and universities to form a cooperative group, deeply promoting the establishment and development of schools and training institutions which carry out inclusive education, organizing various teaching discussions and meetings, and providing comprehensive training for teachers.

4. CONCLUSION

Education equity is the most focused and concerned social problem in the country and even the world, and it is a universal principle in the process of education democratization. More special groups are needed to get equitable education opportunities. Inclusive education is an education that emphasizes the absence of exclusion and discrimination, and it is a manifestation of educational equity. Physical education is an important part of education. It is necessary to cultivate a group of inclusive physical education teachers to meet the needs of students with various sports special needs, in order to effectively promote education equity and the sustained and healthy development of our country's physical education.

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