



The Impact of Inclusive Learning Environment on the Growth of Children with Disabilities: Based on the Perspective of Inclusive Education Theory

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Abstract. The inclusive concept has made significant contributions to the development of education towards inclusivity and equality, and it has been widely recognized around the world. Children with disabilities, as an important group of students, should be highly valued by society. Based on the theory of inclusive education, this article discusses the relationship between inclusive learning environment and the growth of children with disabilities, the creation methods of inclusive learning environment, and the reasons for the behavioral image of children with disabilities in this environment.

Keywords: special education; inclusive education; inclusive learning.

1 Introduction

With the improvement of economic level and the development of humanistic thought, the respect for individuals has become a topic of great concern. Since the 1980s, special children have entered mainstream schools in China as a unique form of education. However, objective factors such as local economic development and differences in attitudes may lead to the labeling of special children, which greatly affect their physical and mental development and education^[1]. Inclusive learning environment, based on the humanistic care of not differentiating among different learners, such as race, gender, and language, provides an educational environment for different types of groups, which is an innovative educational theory.

Inclusive learning environment has become relatively mature in China since the 21st century and has been promoted in various regions. Educational equity is the cornerstone of social fairness, and inclusive education not only propagates its ideology, but has also been updated and expanded in related facilities and equipment, and legal policies. For example, in recent years, China has gradually established special education schools, trained specialized teachers, improved the special education system, established accessible routes in public spaces, and facilitated special groups' visual and auditory reading materials, etc., which further extend the original forms of education for special groups. These methods are based on the concept of inclusive education, advocating for an equal, inclusive and respectful teaching environment, emphasizing active participation and

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collective cooperation in the educational process. Under the inclusive education model, Chinese educators should establish a good learning environment, respect the right to education due to individual differences, and meet the various special needs of learners at different levels [2].

Since the UN conference officially proposed the concept of inclusive education in 1994, countries all over the world have used it as a theoretical framework to establish special education service systems [3]. China also clearly stated in 2008 that people with disabilities are an important component of China's education industry, and all levels of government should unify planning, strengthen leadership, and create conditions for people with disabilities to receive education. The equal distribution of educational resources should not only reflect the opportunity fairness of economic differences between regions, but also reflect the education fairness in teaching space composed of different groups. Therefore, under the theoretical framework of inclusive education, inclusive learning environment can help to provide differentiated educational opportunities for special children, reduce stereotyping, and further promote the development of China's education industry.

2 Literature review

Lanlan Liu believes that inclusivity is a manifestation of the equal right of special groups to education, and China's implementation of the Convention on the Rights of Persons with Disabilities is a consistent pursuit of promoting the development of special groups through inclusivity. Inclusive teaching provides the same learning environment for special groups as ordinary people, which helps the development of China's education industry move towards equality [4].

Lei Han believes that inclusivity is the warm color of the teacher's path and is an important criterion for evaluating whether one is a "good teacher" with educational sentiments, solid knowledge, and love for students. Inclusive teaching also helps to close the distance between teachers and students, using love to influence students. He also proposed that the use of body language in teaching situations is a part of inclusive teaching, creating an environment that resonates with students through infectious body expressions. Using emotions to extend the depth and breadth of classroom teaching can provide students with emotional sublimation in the classroom [5].

Special children, as a more special group among educators, need more care and support from teachers in their learning environment. Body language under inclusive teaching helps to gather students' attention, surpassing traditional preaching education models to provide students with more warmth and create a more comfortable growth environment. Qian Xu and Pei Zhou mentioned that inclusive community development is the improvement of the quality of the entire population, including people with disabilities, and inclusive education is the key to community development. Inclusive education is the process of adjusting and changing according to the social and cultural environment, and is also a way to achieve educational equity, with equal respect for everyone of different ages, genders, disabilities, or health. The unequal development

opportunities can lead to a vicious cycle for special children, making it difficult to change their destiny through their own efforts [6].

Hongbao Xu believes that the inclusion of educational objects is based on the equal right of everyone, including special children, to enjoy education. Based on Xingzhi Tao 's four words' love fills the world ', he proposed that only by achieving equal distribution between educational institutions and educational groups, and utilizing resources reasonably, can we build a harmonious society and create a good learning environment for everyone [7].

3 The impact of inclusive learning environment on the growth of special children

An inclusive learning environment is reflected in many aspects, led by an inclusive teaching attitude in teaching philosophy. The student community has diversity and differences, especially for special children, conceptual tolerance and respect are the foundation and prerequisite for education and teaching. Under the medical model, disability isolation is an exploitation of the equal right to education for special groups, characterized by violence, prejudice, and stereotypes, which goes against the concept of advocating equality for all and puts a shackle on the development of special groups [4].

Inclusive teaching is a student-centered approach to teaching and learning that focuses on the needs and differences of different students and aims to increase their participation and promote physical and mental well-being. Unlike the segregated teaching of the past, inclusive teaching not only eliminates the educational differences between children with special needs and the general population, but also promotes the physical and mental development of children with special needs. It provides an environment of respect and understanding where students feel accepted and respected. With the development of the concept of inclusive education, more and more schools and educational institutions are adopting this approach to create better learning experiences for their students. In the context of inclusive education, creating an equal and inclusive teaching and learning environment for children with special needs is seen as a manifestation of social integration, which reflects acceptance and respect for special groups. When children with special needs feel accepted and understood, they are also more likely to gain a greater sense of participation and expression, which can allow them to feel the meaning and value of their existence in the educational environment. Compared to exclusion and segregation, inclusive education creates a more friendly and welcoming educational environment that allows each student to fully realize their own potential and strengths, thus contributing more to the development and progress of society.

Children with special needs often face different challenges than ordinary children and can easily become overlooked in traditional educational settings. However, inclusive education provides a different, friendlier and more welcoming educational environment that focuses on the needs and differences of different students, respects and embraces each individual's differences, and makes students feel wanted and respected. It is only in this "needed" environment that children with special needs will be braver to face their deficiencies, overcome their fears, expand their relationships outside the

circle, and sharpen their will to sustain their progress in life and academics. This environment allows students to feel the value and meaning of their existence, enhances their self-esteem and self-confidence, and helps to build closer community ties and promote social integration. Thus, inclusive education plays an important role in enhancing the quality of life of children with special needs and promoting social progress.

The teaching model under inclusive education is a development of inclusive education, which aims to provide a suitable learning environment for all people, including children with special needs and ordinary children with differences including gender, physical and mental health, age, and race. Under this philosophy, the particular educational patterns and behaviors of children with special needs will be considered to ensure that they receive adequate support and attention. At the core of inclusive education is a diverse, inclusive and mutually respectful educational environment that encourages positive collaboration among teachers, students, parents and community members to promote learning and growth. Through this approach, children with special needs and children in general can benefit by building their confidence and capacity to make greater contributions to society.

The teaching model under inclusive education focuses on individual differences and takes a variety of approaches to provide special educational support for children with special needs. For example, with the development of technology, classroom lighting technology has been improved, and appropriate adjustment of cool and warm light can reduce external stimulation for individuals who respond differently to lighting. Under the guidance of humanistic care, incandescent lighting, and semi-blind curtains suitable for special populations are designed to ensure sufficient light without the adverse reaction of dazzling caused by excessive sunlight. In addition, the inclusive teaching environment also focuses on designing suitable teacher spaces for children with special needs to help them improve their learning efficiency and attention.

These initiatives also provide physical support for children with special needs from the outside. In such an educational environment, children with special needs can feel accepted and respected, thus increasing their self-confidence and self-esteem and helping them to grow and improve in their learning and life. The concept of inclusive education is to create a more diverse, inclusive, and mutually respectful educational environment in which every student can realize their potential and strengths and contribute more to the progress and development of society.

In the context of inclusive education, the educational environment is reflected in the equal right to education for children with differentiation. Equality of educational opportunity is very important for children. When educational opportunities are equal, every child can receive a good education, regardless of social class, race, gender, or economic background, thus helping children to realize their potential and giving them the chance to become successful individuals. Inclusive educational environments create a diverse, inclusive and mutually respectful environment in order to ensure that children with special needs receive appropriate support and attention. The educational process is made more conducive to the development and progress of children with special needs by adopting specially designed educational resources for their special needs and by providing teachers with appropriate support and training. Thus, an inclusive

educational environment is one that provides equal opportunities and resources for all students and encourages them to realize their potential and contribute more to society.

Equality of educational opportunities is an essential requirement for the growth and development of any society. It is crucial for reducing social class disparities and ensuring that all individuals have access to the same educational facilities, irrespective of their background, gender, or ethnicity. By promoting equality of educational opportunities, we can enable every individual to achieve their full potential and contribute positively to society.

A society where access to education is equal is one that can be described as progressive and stable. In such a society, people are better informed and equipped to make smarter decisions that will positively impact their lives and the community. When everyone has access to good quality education, it creates a level playing field, and people can compete in a fairer and more just environment. This, in turn, promotes a more prosperous and stable society.

Moreover, education plays a significant role in reducing social inequality. Through education, people become more aware of the socio-economic issues that plague society and how they can get involved in addressing these challenges. Education also promotes a sense of community and encourages people to work together towards achieving common goals. By providing equal educational opportunities, we can empower individuals to break free from the cycle of poverty and improve their standard of living.

Furthermore, higher levels of education are associated with higher employment rates and higher income levels. This means that individuals with better education are more likely to secure better-paying jobs and improve their economic situation. Moreover, education helps individuals develop critical thinking skills and become innovative problem solvers, which are essential qualities for success in today's fast-paced world.

In conclusion, equality of educational opportunities is a fundamental requirement for progress and stability in society. It is a key driver for reducing social class disparities, promoting social competitiveness, and improving the standard of living of individuals. Therefore, governments and institutions must work towards ensuring that education is accessible and affordable to everyone, regardless of their background or circumstances. This will enable us to build a more equitable and just world, where everyone has an equal opportunity to succeed. However, children with special needs inherently have a certain range of less options than the general population in terms of employment opportunities because of their congenital defects. In this case, inclusive education becomes an effective way to provide special groups with assistance in education, employment, and independent living. This model of education favors the needs of children with special needs by providing specially designed curricula, resources, and teaching tools to provide them with greater support and attention. Inclusive education establishes an educational environment that respects individual differences, encourages diversity and mutual cooperation, and promotes social integration and progress. Thus, inclusive education is one of the effective strategies to improve the quality of life of children with special needs and children in general, to prosper socio-economically, and to enhance national competitiveness.

4 Conclusion

Inclusive teaching environments play a critical role in children's physical and mental development, interpersonal interactions, educational attainment, and future employment. China has placed special emphasis on special education since the 1980s, but the "follow-the-class" policy has been in place for more than 30 years and has led to certain drawbacks. Teachers in regular schools focus on improving students' performance while neglecting the physical and mental development needs of special groups, and they lack certain experience and skills in the training model. Secondly, stereotypes of special groups still exist in the inherent concepts of teachers and students, and the lack of the concept of inclusive education makes teaching disconnected from children's growth, and special groups become more inferior and alienated in the eyes of ordinary teachers and students. Based on the concept of humanistic care and inclusive education, school education should train a group of professional teachers who are trained in special education and make scientific planning and further improvement of teaching system in psychological, physical and safety aspects.

As we live in a society, it is our communal responsibility to support and uplift special groups. This support system should extend beyond school education to encompass families and society. Unfortunately, the current state of connection and support between these different entities is severely lacking.

The family unit is the first and most important place for children to receive education, and the understanding and assistance of family members can create a safer and more welcoming environment for children with special needs. When schools are solely relied upon, children may still feel excluded and ostracized when they return home, creating a sense of fear within themselves.

The combination of support from families, society, and schools can greatly benefit children with special needs. By intervening through multiple channels, negative behaviors can be more effectively addressed and improved upon. The results of this collective support system can lead to a more inclusive and equitable society for all.

It is important to recognize that individuals with special needs and their families may face additional challenges beyond education. This can include financial burdens and limited access to resources. Society should also work towards addressing these issues to ensure that everyone has an equal opportunity to succeed and thrive.

In conclusion, it is essential that we as a society prioritize and support special groups in a comprehensive manner. The combination of family, society, and school can create a more inclusive and compassionate environment for children with special needs, leading to better outcomes and a brighter future for all.

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