

New Opportunities for the Development of Special Education, Opening up new Prospects for the Development of Integrated Education

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Abstract: With the continuous development of society, special education is also facing new opportunities and challenges. Special education is a form of education that focuses on and supports the learning and development of people with disabilities. In recent years, with the support of policies, laws, and social awareness, special education has received increasing attention and attention. In addition, with the gradual rise of integrated education, special education also needs to constantly adapt and adjust, opening up innovative educational development prospects. This article will start with the opportunities and challenges faced by current special education, explore how to seize the opportunities, promote the development of special education, and create a new situation of integrated education, providing better guarantees and services for the learning and development of people with disabilities.

1. Introduction

Currently, special education is gradually receiving more and more attention and attention, and the concept of integrated education is also being promoted and popularized more and more. How to seize the new opportunities of special education development and create a new situation of integrated education development is an important issue that special education workers need to consider and explore at present. Therefore, it is necessary to deeply explore the interrelationships and complementary relationships between special education and integrated education, which can better promote the development of special education and the popularization of integrated education, create a better educational environment and conditions for more special children and their families, and help them achieve better growth and development.

2. New opportunities for the development of special education

2.1. Support from policies, laws, and social awareness

In December 2021, The General Office of the State Council has released the "14th Five Year Plan for the Development and Improvement of Special Education" by the Ministry of Education and other relevant departments.[1] This plan outlines a new blueprint for the development of special education

in China. Among them, integrated education has become one of the new directions for special education reform and development, clearly proposing the guiding ideology of "suitable integration" as the goal, and promoting integrated education as one of the basic ideas. Under this new opportunity, schools in various regions should fully utilize the opportunity to promote integrated education, continuously innovate, and create a new situation for the development of integrated education. In terms of policies, the national and local governments have issued a series of documents and documents, clarifying the development direction and goals of special education and integrated education.[2] For example, the Ministry of Education has released documents such as the "Special Education Needs Assessment Standards" and the "Special Education Teacher Competency Standards", providing clear directions and goals for the development of special education. In terms of law, with the continuous improvement and implementation of laws such as the Law of the People's Republic of China on the Protection of Persons with Disabilities and the Education Law of the People's Republic of China, the legal foundation of special education and integrated education has become more stable, providing effective guarantees for the development of special education. In terms of social awareness, with the progress and development of society, people's demand and awareness for special education and integrated education are also increasing. More and more people are beginning to recognize the educational needs and rights of special children, and are supporting and paying attention to the development of special education and integrated education.[3]

2.2. Promotion of technological innovation and information technology development

With the continuous development and application of modern technology, the diversity and richness of special education teaching methods and educational resources are constantly improving, promoting the effective learning and development of special children. On the one hand, technological innovation has provided more teaching methods and educational resources for special education. For example, the application of technologies such as intelligent devices, virtual reality technology, and voice interaction systems can help special children better perceive the world, develop their potential to promote the improvement of their abilities. In addition, the introduction of multimedia technology also allows special children to have access to rich and colorful teaching content and resources and improve the effectiveness and fun of learning. On the other hand, the development of information technology has also provided better services and support for special education. For example, the establishment of an information management system for special education can provide more effective learning evaluation and guidance for special children, helping teachers better carry out course design and teaching management. At the same time, the implementation of online open classes and online teaching modes for special education has also provided more flexible and diverse learning paths for special children.

2.3. Strengthening international professional exchanges and cooperation

International professional exchanges and cooperation can promote the transformation and development of special education, improve the level and quality of domestic special education, and enrich the educational resources and teaching methods for special children. Special education workers should strengthen international cooperation and exchange, seize the opportunities of international education development, improve their professional abilities and levels, and promote the global development of special education. On the one hand, international professional exchanges can promote academic exchange and interaction among special education workers, broaden their horizons, and gain a deeper understanding of the latest developments and development trends in the field of international special education. Through academic exchanges and cooperation with advanced international special education institutions, experts, and scholars, more inspiration and reference can

be provided for the development of special education in China. On the other hand, international cooperation can also provide strong support for the enrichment of educational resources and teaching methods in special education. International professional institutions and organizations have a wide network of resources and advanced technological means, which can provide more high-quality and diversified educational resources and technical support for domestic special education, helping special children better receive education and grow. In the process of integrating and developing special education, this international professional exchange and cooperation can bring more experience sharing, and also enable more special education workers to continuously improve their comprehensive qualities and work skills. In the process of learning and growth, they can understand the shortcomings of current special education and make timely changes. Their own educational methods and methods can bring more professional teaching activities to special populations to reflect a new integrated development model.

3. The development issues and trends of deaf education

3.1. The current situation and problems of deaf education

Currently, the scale of the deaf population is huge, but deaf education resources are insufficient. According to statistical data, the number of deaf people in China has exceeded 20.7 million, of which about 30% are school-age children. However, the existing deaf education resources cannot meet the needs of the deaf population, the number of deaf schools is limited, and there are also problems with the quality and quantity of teachers. In the practice of deaf education, due to the imbalance between educational resources and teacher levels, many deaf people are unable to access high-quality educational resources and services, and they also face issues such as social discrimination and employment discrimination, which have led to educational errors in deaf education. As a special group, the deaf have a unique culture and language. In reality, the inheritance of deaf culture and deaf culture faces many difficulties. Many deaf people lack peers and social resources during their growth process, which limits the inheritance of deaf culture and deaf culture.

In terms of educational development, deaf education requires a large amount of funding and resource support, including the construction of deaf schools, teacher training, and cultural inheritance of deaf people. In reality, deaf education faces the problem of insufficient funding and resources, leading to a lack of motivation for the development of deaf education. Deaf teachers are the key to deaf education, as they need to have rich teaching experience and cultural understanding abilities of the deaf. However, in reality, there are relatively few excellent deaf teachers, and the quality and teaching level of teachers are uneven, making it difficult to meet the needs of the deaf population. In addition, the curriculum and textbooks of deaf education still need to be further improved and enriched, resulting in unsatisfactory educational outcomes.

3.2. The development trend of deaf education

With the continuous development and progress of modern technology, education for the deaf is also constantly developing and improving. Modern education for the deaf advocates the application of various educational methods, including oral education, sign language education, bilingual education, mixed education, and so on, and focuses on meeting the personalized needs of each student, so that each student can receive an education that suits them. The development of new technologies has made deaf education more diverse and advanced, such as smartphones, tablets, smartwatches, smart glasses, and other devices that have been widely used in deaf education, making education more convenient, efficient, and interesting. Nowadays, many fields are exploring the cooperation between deaf education and other disciplines, such as psychology, neurology, pedagogy, etc., in order to better

serve the development of deaf education. The popularization and promotion of these development contents will effectively promote the in-depth development of deaf education, allowing deaf people to enjoy a more high-quality, personalized, and comprehensive educational experience.

4. Analysis of effective strategies and measures for the development of special education integration education

4.1. Effectively carry out system design

When integrating and developing special education, comprehensive planning should be carried out to clarify the strategic goals, specific implementation plans, and resource allocation plans for integrating special education. In the planning process, full consideration should be given to the actual local situation and a tailored approach should be adopted to ensure the operability and sustainability of the entire integrated education system. To strengthen overall planning and coordinate various links to ensure the comprehensive promotion of integrated special education, it is necessary to clarify the responsibilities and work requirements of various personnel in the entire integrated education system, empower and empower disabled children and adolescents through full integration, and promote the continuous development and improvement of integrated education.

In addition, a feasible roadmap needs to be established. By clarifying a specific schedule, we ensure that integrated education can be smoothly implemented. When designing the roadmap, we also need to pay attention to practicality and operability, so that various relevant personnel can better participate in special education integrated education. We should create a good social civilization trend and create an integrated education system based on the ecological environment. Effectively promoting social integration through school education integration, further promoting the development of special education integration education, focusing on adapting to local conditions, creating a suitable integrated education environment based on the local ecological environment and social and cultural background, in order to better serve the education and development of disabled children and adolescents. This comprehensive and integrated development system design blueprint is currently an important development content, and is also a key focus that every special education teacher should pay attention to.

4.2. Key breakthroughs in the development of integrated education

In the development of integrated education, efforts should be concentrated on overcoming difficulties, focusing on breaking through the difficulties of integrated education development, continuously exploring and summarizing in practice, and improving the curriculum, textbooks, teaching methods, and other aspects of special education integrated education by integrating professional and administrative support organically. In practical operation, work ideas, deployment, and specific measures should be consistent with the Action Plan to ensure that they are not biased or distorted. The development of integrated education in special education needs to focus on both popularization and quality improvement. It is necessary to achieve the target of reaching or even exceeding 97% of the enrollment rate of disabled children and adolescents through strengthening publicity, raising awareness, and training, in order to continuously improve the allocation of educational resources, teachers' professional abilities and qualities, and promote the comprehensive development of integrated education in special education.

4.3. Improving teachers' integration literacy

Teachers are one of the most crucial roles in the implementation of integrated education, and their

educational level and literacy have a decisive impact on the effectiveness of integrated education. Therefore, it is necessary to continuously improve the teacher training system and enhance teachers' integrated education literacy, in order to promote the implementation and development of integrated education. We can add relevant integrated education content to teachers' continuing education and various types of training, and design a series of training plans based on this, so that teachers can master the theory and methods of integrated education in training, learn how to implement integrated education in the classroom, and through practical course design and experimental teaching, effectively enable teachers to achieve professional development in the implementation of integrated education, ensuring that integrated education can "go deep and practical" Deepening and improving quality.

Scientific guidance should be provided for teachers to carry out integrated education from aspects such as guiding students in learning, teacher teaching, class management, family school cooperation, cultural construction, and resource support. These guidance can not only help teachers improve the implementation level of integrated education, but also stimulate teachers' innovative educational teaching methods, thereby better implementing the concept of integrated education. We should establish a complete teacher evaluation mechanism, timely evaluate the implementation level of integrated education among teachers, and provide targeted guidance to teachers based on the evaluation results. This can help teachers identify their own shortcomings, further improve their integrated education literacy, and continuously improve the quality of education and teaching during the implementation of integrated education.

4.4. Achieving high-quality integration goals

To achieve high-quality integrated education, efforts need to be made on both internal and external validity. In terms of internal validity, it is necessary to adhere to the purpose of "taking root in China to run integrated education", and establish a systematic support system, including a complete teaching staff, comprehensive resource center coverage, as well as comprehensive teaching facilities and evaluation mechanisms. In particular, it is necessary to effectively enable disabled children and adolescents to achieve comprehensive development in ordinary schools, promote the high-quality and balanced development of special education.

5. Conclusion

In summary, as a member of society, everyone should have equal rights to education, and special education, as an important component of education, should receive sufficient attention and development. Currently, with the rapid development of China's economy and society, special education is also facing new opportunities and challenges. We should adhere to the concept of "people-oriented", strengthen investment in special education, optimize the allocation of special education resources, improve the quality of special education teachers, and promote the development of integrated education, so that every special child can enjoy fair and high-quality educational resources and realize their life value.

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