

Problems and Countermeasures in Promoting the Integration and Development of Special Education

Wenhua Zhao

Tianshui Special Education School, Tianshui, 741000, China

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Abstract: This article aims to explore the problems in the integration and development of special education and propose solutions to these problems. Currently, in the process of promoting the integration and development of special education, problems such as insufficient teaching staff, imbalanced allocation of educational resources, and insufficient communication and interaction between special education students and ordinary students have become one of the limiting factors. We have proposed corresponding countermeasures and suggestions to address these issues, including strengthening teacher training, balancing the allocation of educational resources, and encouraging communication and interaction among students. Through joint efforts, we can promote the integration and development of special education, and achieve educational fairness, diversity, and comprehensive development.

1. Introduction

The integrated development of special education is one of the important directions of modern education reform, aimed at promoting the comprehensive development and equal access to education of every student. However, promoting the integration of special education also faces many challenges and problems. For example, insufficient teaching staff, imbalanced distribution of educational resources, and insufficient communication and interaction between special education students and ordinary students have become one of the limiting factors. This article will conduct an in-depth analysis of these issues and propose corresponding countermeasures and suggestions, aiming to promote the sustainability and effectiveness of the integrated development of special education, so that every student can benefit from a high-quality, inclusive, and diversified educational environment.

2. The significance of integrating special education

2.1. Promoting fair distribution of educational resources

Promoting the fair distribution of educational resources is a long-term and arduous task, and the integration of special education is one of the important means to achieve this goal. The integration of special education aims to integrate special education students and general education students into the same environment, allowing them to receive fair treatment and enjoy equal educational opportunities and resources. In practical situations, the integration of special education has been promoted and

applied in many places.[1] For example, the Disability Education Act in the United States stipulates that special education students should maximize their participation in general education courses so that they can access better educational resources. In China, with the gradual inclination of national policies, more and more special education schools are also transitioning to general education, offering special education classes or groups to allow special education students and general education students to study and live on the same campus. The advantage of integrating special education lies in the ability to enhance the self-esteem and social skills of special education students, as well as the ability to care and understand ordinary education students. However, achieving the integration of special education requires a significant amount of resources and effort, such as providing professional training for teachers and renovating the school environment. In addition, the integration of special education requires the joint efforts and support of the government, schools, and all sectors of society in order to truly achieve the goal of fair distribution of educational resources.[2]

2.2. Enhancing social inclusivity

Ordinary education students integrate into the same educational environment, in which different students can understand and respect each other, forming a more inclusive and understanding society. In practical situations, the integration of special education has achieved some significant results. For example, in an experiment in the United States, by placing special education students and general education students in the same classroom for learning and communication, it was found that special education students' self-esteem and confidence were improved, while general education students also became more inclusive and understanding. In China, with the continuous development of special education, the integration of special education has gradually been put on the agenda. More and more schools are beginning to pilot the integration of special education, allowing students to learn and live together, in order to break the traditional education model of exclusion and discrimination against differences, and promote social diversity and inclusiveness.

2.3. Improving the self-esteem and confidence of special education students

Improving the self-esteem and confidence of special education students is a very important goal in the integration of special education. By learning, communicating, and growing together with ordinary education students, special education students can establish more confidence and self-esteem, and gradually integrate into the entire campus culture. In reality, the integration of special education has been widely applied and promoted globally. For example, in a study in the United States, by allowing special education students and general education students to learn and communicate in the same classroom, it was found that special education students significantly improved their self-esteem and confidence, while also being able to better adapt to society. In China, with the continuous development of special education, the integration of special education has gradually received more and more attention. Schools across the country have set up special education classes or groups to encourage special education students to learn and grow together with regular education students. These measures help improve the self-esteem and confidence of special education students and help them better adapt to society. Through the integration of special education, special education students can grow together with ordinary education students, building more confidence and self-esteem. This collaborative learning and communication environment can not only enhance the self-esteem and confidence of special education students, but also promote understanding and respect for differences among general education students to establish a more inclusive and understanding society.

3. The current situation of special education integration

3.1. Integrating special education to present universalization

With the increasing awareness and awareness of special education in society, more and more schools are paying attention to the integration of special education and general education, in order to provide better assistance and support for special education students. This new model can not only make special education students more equitable in accessing educational resources, but also help general education students better understand and respect the differences of special education students, thus forming a more inclusive and diverse educational environment.

In addition, educational integration can also provide more opportunities for special education students to learn, communicate, and grow together with general education students. Through interaction and communication, special education students can establish more confidence and self-esteem, and gradually integrate into the entire campus culture. At the same time, students of general education can also gain deeper experience and gain from it, enhance their sense of social responsibility and empathy, thus forming a more harmonious, democratic and inclusive social atmosphere.

3.2. The integration of special education has shown its maturity

Some countries have increased investment in teacher training by formulating relevant policies to improve the professional literacy and skill level of special education teachers. At the same time, a series of research and development and promotion of special education integration textbooks and courses have been carried out, enabling better integration of special education and general education, achieving the goal of gradually optimizing the quality of special education integration education.

Secondly, some special education schools are gradually promoting educational integration. In order to prevent special education students from being isolated, special education schools are gradually integrating special education students with general education students to learn, live, and communicate together. In this situation, special education students can better integrate into society and also receive a wider range of educational knowledge and skills.

In addition, some international organizations have also begun to pay attention to the development of special education integration. For example, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has developed a series of policies and guiding principles related to the integration of special education, and encourages countries to strengthen the integration of special education and general education, in order to achieve better educational equality and inclusion.

3.3. The professional quality and teaching ability of teachers are gradually improving

The development of special education integration cannot be separated from special education teachers with high-level teaching abilities and professional knowledge. Therefore, the government and education departments attach great importance to the training and improvement of special education teachers to ensure that they have sufficient abilities and qualities to support the implementation of special education integration. To this end, the government and education departments have taken a series of measures in recent years. Firstly, they have increased their recruitment efforts for special education teachers, recruiting more talents with relevant backgrounds and experience. Secondly, they actively promote the training and further education of special education teachers, offering various forms of training courses and training programs, allowing teachers to continuously update their knowledge and skills. At the same time, the government has also introduced corresponding policies and incentive measures, such as salary increases and job

promotions, to encourage more outstanding teachers to join the special education industry.

4. Suggestions for promoting the integration and development of special education

4.1. Actively promoting the concept and significance of integrating special education

In real life, the integration of special education faces many challenges and challenges. One of the biggest problems is the lack of public awareness and understanding of the integration of special education, leading to misunderstandings and biases. In order to actively promote the development of special education integration, we need to take effective measures to increase public awareness and understanding of special education integration. The influence of special education integration can be expanded through media promotion. Major media outlets can regularly publish reports, special topics, and articles on special education integration, introducing the concept, significance, and advantages of special education integration to the public, and helping the public better understand and pay attention to the development of special education integration. Experts and scholars from relevant fields can also be invited to give lectures and lectures. For example, experts in the field of special education, psychologists, social workers, and representatives of schools and parents with successful integration experiences can be invited to share the experiences and achievements of special education integration, so that the public can have a deeper understanding of the significance and value of special education integration. In addition, community activities are also a powerful channel for promoting the integration of special education. Community activities related to special education integration can be organized, such as collective interactive games, charity sales, etc. Through practical actions, the concept and value of special education integration can be conveyed to the public, while also promoting the healthy development of the community and improving social inclusiveness. Overall, actively promoting the concept and significance of special education integration and enhancing public awareness and understanding of special education integration require effective measures and means from multiple perspectives. Only by enabling more people to understand the concept and advantages of special education integration can we create a better social atmosphere and conditions for the development of special education integration.

4.2. Strengthening the construction of special education teachers' team

Firstly, it is necessary to increase the training of special education teachers. Special education teachers need to have rich knowledge and experience in special education, as well as knowledge related to general education. Therefore, it is necessary to strengthen the training of special education teachers, including the improvement of theoretical knowledge and practical skills, to improve their educational and teaching levels and their ability to respond to special education needs. Secondly, by providing corresponding career development opportunities and attracting more professional talents to engage in special education work, relevant departments can provide better career development opportunities for special education teachers through policies and economic means, including incentives for promotion, rewards, and other aspects. This can attract more and more outstanding talents to engage in special education work, and further improve the overall quality of the special education teacher team. It is necessary to attach importance to strengthening the management and supervision of the special education teacher team. Relevant departments should formulate standardized management and supervision measures, supervise and assess the teaching quality and literacy of special education teachers, implement corresponding reward and punishment measures, and further improve the overall quality and teaching level of special education teachers. Therefore, the construction of a special education teacher team is an important support for the development of integrated education in special education, and effective measures need to be taken to improve their

teaching level and professional quality. Only through continuous training, provision of career development opportunities, and strict management and supervision can stable talent guarantee be provided for the integration of special education, in order to improve the quality of education, and meet the needs of students.

4.3. Encouraging mutual learning and exchanging among schools in different regions

The development of integrated special education requires mutual learning and exchange among schools in different regions to jointly promote the development of integrated special education. However, due to the different cultural, economic, and educational backgrounds in different regions, there are certain differences, so corresponding measures need to be taken based on specific situations. Generally speaking, a special education integration education platform can be established to facilitate communication between schools. By building an internet platform, schools can engage in online communication and sharing, jointly explore issues, share experiences, and promote the common progress of integrating special education into education. At the same time, it is necessary to attach importance to conducting exchange and discussion activities, and strengthen practical exchanges and experience sharing between schools. Schools can organize activities such as mutual visits, discussions, and observations to gain a deeper understanding of their respective strengths and weaknesses, draw useful experiences and lessons, and jointly promote the high-quality development of integrated special education. In addition, the government can also increase investment in special education integration projects, provide necessary support and resources, and create a favorable environment and conditions for the development of special education integration. This includes increasing investment in special education teacher training, school construction, educational facilities, and other aspects, while also attracting more social forces to participate in the cause of special education integration through preferential policies and other means. It can be seen that encouraging mutual learning and exchange among schools in different regions is an important way to promote the integration and development of special education. Only through in-depth communication and common sharing can we continuously seek breakthroughs and improvements, and provide solid support for the high-quality development of integrated special education.

5. Conclusion

The integration of special education and education is an important social undertaking that concerns social equity and human dignity. In recent years, with the development of integrated special education, a series of problems have also been exposed, such as insufficient construction of the teaching staff and insufficient public awareness. Therefore, we need to take effective measures to strengthen the promotion and development of integrated education in special education. Allowing every student to enjoy equal educational rights is our unremitting pursuit. The development of integrated education in special education is related to human dignity and social equity. We must have firm confidence, be brave in taking responsibility, and take practical actions to promote the continuous development of integrated special education to a higher level, striving to build a better, harmonious, and inclusive society.

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