

The era requirement of Developing Sports Activities for Preschool Special Children

Xuwen Peng, Ting Cao, Jianhui Bao

School of Physical Education, Jiangxi normal University, Nanchang, 330022, China

ABSTRACT. *With the deepening of the reform of the education system, physical education plays a more and more important role in the components of special education. Sports activities play an important role in enhancing the physical quality of young children and promoting their all-round development. Through the carding and analysis of the relevant literature, this paper sums up some problems, such as the lack of educational management and legal system guarantee, the lack of scientific basis of physical education curriculum, the shortage of physical education teachers, the great difference in running schools, the low degree of attention to the education of special children and so on. Thinking deeply about these problems, combined with the policy of our country and the realistic needs of the development of sports activities for special children, and taking the sports activities of special children as the direction, this paper sums up the ways to optimizing the development of sports activities for special children, perfecting the legal system for the protection of special children and the mechanism of special physical education, constructing the curriculum of special physical education before school, training physical education teachers majoring in special education, raising funds and integrating educational resources.*

KEYWORDS: *Preschool; Special Children; Sports Activities; Era requirement*

1. Introduction

People with disabilities have ushered in development opportunities. China's medium-and long-term education reform and development plan (2010-2020) puts forward that "special education is the basic way to promote the all-round development of persons with disabilities and help them better integrate into society. At the same time, we should train students with disabilities to face life positively and improve the comprehensive quality of students with disabilities"^[1]. In order to develop special physical education, we should follow the law of physical and mental development of young children, carry out teaching with scientific teaching methods, and ensure the development of physical and mental health of special children. From the outline, we can see that the state attaches great importance to the work of special education.

However, according to the statistics released by the disabled Persons' Federation of China, there are about 90 million disabled people and 9 million disabled children in China, and 199000 disabled children are added every year. These disabled children are not only physically disabled, but also suffer from related diseases in physical and psychological aspects. There is a large gap between their physical development, psychological and mental development and the sound development of personality with children of the same age. When they grow up, they will also face greater difficulties in their studies, employment, marriage and so on. The current situation of special children is closely related to regional economy, culture, family education conditions, social concern, government policy support and so on. The lack of physical education for special children is a severe social situation, which urgently requires the state to strengthen the implementation of policies, take special sports as the route, develop special children's physical education, and allow special groups to receive special education from early childhood, so as to lay a solid foundation for future development.

2. An interpretation of the Development of Sports activities for Special Children

2.1 Definition of Sports activities for the Development of Special Children

Special children are called normal children who have significant differences in intelligence, senses, emotions, limbs, behavior or language^[2]. Park Yongxin (1995), an expert on special education in China, proposed that special children in a broad sense include all kinds of children other than ordinary children with normal development, and special children in a narrow sense refer to disabled children with physical or psychological development defects^[3]. S.A.Kir&J.Gallagher, a special education expert in the United States, believes that special children usually include both disabled and gifted children. Special children are not only children with disabilities, but also children with disabilities. In the United States, the disabilities of special education students are divided into learning disabilities, language disorders, mental disorders, emotional disorders, hearing disorders, limb movement disorders, autism, Asperger's syndrome and so on.

The scholar Yingqi Cai put forward that special sports refers to the education in which teachers take care of young children in a narrow sense, and guide children to master the knowledge of health care, develop actions and strengthen their physique in a purposeful and planned way^[4]. Sports in a broad sense is an educational activity carried out according to the law of physical and mental development of young children and for the purpose of maintaining and promoting the physical and mental health of children^[5]. Some scholars believe that pre-school sports mainly refers to the influence of the family and the help of parents to carry out simple activities, the main means is to play, in order to improve the physical and mental health of children, cultivate children's lively and active character and thinking agility and so on^[6]. Therefore, the main purpose of special sports is to improve the development of physical and mental health of children, and to carry out effective rehabilitation intervention training for special children.

2.2 Importance of developing sports activities for special children

Special children have rapid physiological development and exuberant metabolism, but due to some physical or psychological defects, the ability to adapt to the external environment of the body and the ability of the body to resist diseases are poor. Aerobic exercise can make mentally retarded students with moderate IQ enhance their autoimmune function and improve their immunity^[7]. At this stage, children's bone development is not complete, the hardness is small, the elasticity is big, through the sports activity, the child metabolism, the blood circulation is strengthened; the myocardial muscle, the skeletal muscle exercise is strengthened, and the child's bone growth, thickening, form a good body posture. Special children do some simple broadcast gymnastics, recess exercises, games and other activities, can adjust the sports system of the body, properly stimulate the nervous system, children from the messy movement habits, gradually to orderly, coordinated basic movement development. By stimulating the cerebral nervous system of young children with simple movements, it can not only promote the normal development of brain cells, develop intelligence, but also exercise the growth of skeletal muscle. Therefore, physical activity can help special children to make up for the defects of other functions in preschool education and teaching.

2.3 Implementation Model of Special Education Sports in China

The implementation of special education in China is mainly based on special schools, special education classes in special education training institutions and regular classes in ordinary schools^[8]. Most special children choose to attend ordinary schools, and in addition to receiving basic teaching requirements with ordinary students, they also provide targeted special education guidance and rehabilitation training for follow-up students. The physical education curriculum of special children is mainly based on sports games. In the creation and teaching, sports games should be designed in accordance with the physiological characteristics of students with different disabilities. It is more necessary to consider teaching procedures, venues, equipment, rules and other factors to meet the needs of children with disabilities. No matter which form of teaching is organized, the main purpose is to train disabled students to participate in sports activities through games and to be able to interact normally with ordinary children.

3. Problems existing in the development of sports activities for special children

At this stage, people from all walks of life generally have a lack of understanding of preschool education for special children, and little is known about preschool sports activities. At present, the country is in a period of economic reform and transformation, and has failed to consider the demands of special children for preschool sports activities. There are many problems in the development of preschool physical education: in particular, there are many problems in the development of preschool physical education, such as the imperfect management

mechanism of preschool physical education, unreasonable physical education curriculum, shortage of professional physical education teachers for special children, obvious differences in running schools in cities and towns in different regions, low attention to the education of special children, and so on. It seriously restricts the healthy development of preschool physical education for special children in our country.

3.1 Lack of scientific basis for special physical education curriculum

There are many problems in the curriculum design of special physical education in our country: unreasonable arrangement of curriculum content, insufficient effectiveness of teaching methods, imperfect teaching resources and unreasonable teaching mode are the present situation of special physical education^[9]. There are physical or psychological defects in special children. Compared with normal children, these defects hinder their normal way of life. If they do not carry out effective intervention treatment, they will have an indelible impact on children for a lifetime. Therefore, according to the particularity of each individual, it is necessary to develop curriculum standards that conform to the learning of special children^[10]. At the present stage, the physical education curriculum system of special education is a part of the comprehensive curriculum. Most kindergartens design physical education courses with normal children, and play activities are the main teaching content of physical education classes. These physical education curriculum design is unreasonable for the physical development of normal children. The "Guide to the Learning and Development of Children aged 3 to 6" promulgated by the Ministry of Education stipulates in detail that children should be guided scientifically, systematically and operably in the preschool stage^[11], while the preschool education of special children has been lack of policy support. Preschool physical education curriculum is nonsense, teachers can only refer to the ordinary preschool teaching model for teaching. The degree of participation in school curriculum design is also not high, which is in a very dangerous situation for the quality of preschool education for special children.

3.2 Lack of specialized legal and institutional guarantees.

At the legal level, the legitimate rights and interests of special groups can not be effectively protected. China is now relatively perfect in the construction of laws, such as the Constitution, the Compulsory Education Law and the Law on the Protection of the disabled, and also stipulates the right of special children to receive education, but the provisions on the details of the implementation of special education are not comprehensive enough, and there are doubts about the implementation of special education. This makes the implementation of special education not only lack of clear guidance, but also lack of legal protection for application. At the institutional level, the special education organization and professional management system of special education schools or kindergartens are not perfect, and it is difficult to ensure the normal operation of special education in

terms of manpower and material resources. The law and system together restrict the development of special education.

3.3 The professional level of special PE teachers is insufficient and the quality of education is not high

The 18th National Congress of the Communist Party of China (CPC) explicitly called for good preschool education. The core and key link of running preschool education is to solve the quality and quantity of preschool teachers^[12]. Special education is a young subject. Special education in China started relatively late, and the self-construction of the subject is not perfect^[13]. At present, students who graduate from special majors can not meet the special education teachers in special schools or kindergartens in China, but due to the problems of special education system, it is difficult for many graduates to obtain employment, resulting in professionals changing careers and contradicting each other. Nowadays, the professional level of teachers in special schools is generally not high, and they can participate in the training of pre-service special education courses even less. Most of the preschool teachers do not have a special education background, so they learn from the teaching experience of ordinary children in the past. Preschool teachers are a window to the hearts of special children, which can help them to develop cognition and intelligence, healthy physical growth, emotional and mental health and many other aspects play an important role in promoting and guiding.

3.4 There are great differences in school-running conditions and low attention to the education of special children

In recent years, the number of special children has increased obviously, and the number of special schools and kindergartens in cities and towns has increased rapidly. Due to the large gap between urban and rural areas, a large number of children in rural areas are left-behind children. The attendance rate of young children has shown a downward trend in the whole country, and this situation has also attracted wide attention from the society on various aspects including environmental construction of kindergartens, curriculum construction, ability and quality of teachers, safety of young children and so on. The admission rate of special children is also very low. Most kindergartens are not willing to accept such groups due to a series of facts. First, kindergarten teachers do not have special education professional literacy; second, kindergarten environment is poor in safety; third, special education institutions are few, and training funds are insufficient; special children live in a severe social environment. At present, most special children in families are unwilling to come into contact with the outside world too much, for fear of affecting their growth and normal life. There is a general negative mentality, which is not conducive to the help of people from all walks of life, resulting in fact that it is difficult for social groups to attract attention. As a result, some groups believe that special education for special children is unnecessary, let alone preschool physical education. In rural areas, this kind of solidified thought is even more

serious, but the parents of special children have a serious neglect of the education of disabled children.

4. Reflections on the path of developing Sports activities for Special Children.

4.1 Improve the legal system for the protection of special children

A multi-level legal system for the protection of special children can ensure that laws and regulations are more operational to guarantee the fundamental rights of special children^[14]. On the basis of the existing law on the protection of persons with disabilities, China should strengthen the revision of laws and regulations for the protection of the rights and regulations of special children, revise the laws and regulations that are highly targeted and easy to implement, and protect the basic rights of special children. The government should step up efforts to publicize the law on the protection of special children, and schools should build legal protection consultation rooms to popularize the law to families in need in a timely manner. In addition, the state should set up a special supervision body for the implementation of special children's laws, and formulate a reward and punishment system for the implementation of the law.

4.2 Perfect mechanism of special physical education

Disabled people belong to the vulnerable groups of society, which is an indispensable part of the progress of social civilization. First of all, we should work out the theoretical basis of physical education for special children in our country. In order to integrate special children into the new concept of physical education, we must provide students with a reasonable physical education teaching plan, let students trust and understand each other in the classroom, and constantly improve the theory of physical education through the teaching reflection of each class. Then, the state needs to strengthen the supervision of physical education in special schools or institutions, make targeted arrangements for teaching management, and specifically divide the responsibility of physical education. According to the characteristics of special children, schools should formulate a suitable teaching system for students' physical and mental development. One is to save social resources and educational resources, the other is to maximize the teaching effect of physical education.

4.3 Construction of Special physical Education Curriculum Model

Preschool curriculum should formulate teaching objectives, contents and methods according to the actual situation of special children, and design a curriculum in line with the physical and mental development of young children. Teachers need to formulate a perfect curriculum system of preschool education. First, the formulation of preschool curriculum should be in line with the law of physical

and mental development of young children. The difference between special children and ordinary children exists objectively. In the formulation of preschool curriculum, we should not only ensure the normal teaching of ordinary children, but also consider the particularity of special children. Only by working out a teaching system with the integration of the two is the road to the future development of preschool education. Secondly, the theoretical system of special physical education courses and teaching methods should be formulated scientifically and reasonably. In preschool education, physical education is a very important curriculum, mainly based on the curriculum of sports games, to cultivate children's interest in sports, strengthen the physique of children, and promote the all-round development of children. Third, it is supposed to construct the teaching content structure of special physical education, perfect the planning and arrangement of basic course and practical application in teaching, and join the elective project. It is very important to arrange the corresponding sports activities according to the psychological and physical characteristics of ordinary children and special children. Special children through sports activities to strengthen their physique, overcome their own physical and mental obstacles, regain confidence.

4.4 Training of PE teachers majoring in special education

The quality of teachers has a direct impact on the quality of education and teaching for special children. The construction of special teachers should be strengthened ^[15]. First, special education specialties should be set up in training institutions of higher normal colleges and secondary special schools, and special physical education teachers should be sent to special schools or grass-roots schools through unified recruitment examination, so as to improve the quality of teachers and ensure the rehabilitation effect of special children in special education. Second, to formulate a systematic prepost training plan for special education teachers, to improve teachers' skills in special physical education, and to formulate targeted teaching plans; third, it is necessary to broaden the sources of teachers, enrich the contingent of teachers, improve the status and treatment of special preschool teachers, and formulate an effective incentive system to ensure the sustainable development and growth of special education teachers, so as to provide more stable teacher protection for the education of special children.

4.5 Raise funds in various ways and integrate educational resources.

Great progress has been made in the education of special children in China. The government has deepened the system reform and special education has been integrated into the general education system ^[16]. To solve the rare problem of special children going to school still needs the support and help of the government and society. In the construction of special schools, special children rehabilitation treatment centers need a lot of manpower, material resources, venues, facilities and other conditions. The government should give certain support in venues, funds, etc., strengthen publicity for social welfare institutions, social public welfare

organizations, caring people, etc., and encourage multiple channels to raise funds to help solve the places and funds for special children to provide services. In particular, a corresponding proportion of funds should be allocated from welfare lotteries and charities for the construction of rehabilitation centres for special children, which is most likely to help special children restore their physical and mental health. After the improvement of the basic construction of special education, we should integrate the effective educational resources among the public. First of all, we can hire retired teachers and scholars back to school to give lectures, and put forward valuable suggestions for the future development of the school. Exchanges should be established with local ordinary schools, and special schools should try out a cooperative relationship with local special education rehabilitation centers to jointly exchange and guide the learning of special children. The integration of educational resources in schools can effectively help special children to solve rehabilitation services.

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