

The Necessity, Influential Factors and Countermeasures of Specialization of Special Physical Education Teachers

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Abstract: Teacher professionalization is the trend and trend of the development of teacher education in the world, and it is also one of the hot issues discussed in the reform of teacher education in my country. The "Recommendations on the Status of Teachers" jointly issued by the International Labour Organization and UNESCO in 1966 stated that "education should be regarded as a specialized profession, and a clear explanation of the nature of the teaching profession" . Our country formally implemented the teacher qualification system, which marked the development of teacher professionalization towards a scientific, standardized and legalized track, and also marked a new stage of development for teacher professionalization in our country. Special physical education teachers are an important part of the teaching team, and they are responsible for imparting sports knowledge and skills to disabled students and improving their athletic ability and physical fitness. Because disabled students have the characteristics of diverse types, varying degrees, and obvious individual differences, the implementation of special physical education teaching environments is more complicated than ordinary physical education teaching environments. Therefore, the requirements for the specialization of special sports teachers are higher.

1. Introduction

Since the founding of New China, our country's special education has made remarkable achievements, and the development of special sports has also made some progress. However, due to insufficient knowledge of special physical education, the team of special physical education teachers is still marginalized. Judging from the current research status, the research on teacher professionalization is mostly limited to general education, and there are few studies on the professionalization of special education teachers, and the research on special physical education teachers from the perspective of professionalization is even rarer. Under the background of the implementation of the "National Medium and Long-term Education Reform and Development Program (2010-2020)" and the "Notice of the General Office of the State Council on Forwarding the Opinions of the Ministry of Education on Further Accelerating the Development of Special Education", the promotion of special sports It is necessary to study the professionalization of teachers to promote the professional development of special physical education teachers.

2. The Connotation and Necessity of the Professionalization of Special Physical Education Teachers

2.1 The Connotation of the Professionalization of Special Physical Education Teachers

There are two different understandings of the professionalization of special physical education teachers. One is in the sense of "nouns", which refers to the state and level of the professional nature and development of special physical education teachers. The other is understood from the meaning of "verbs", which refers to the process by which special physical education teachers gradually meet professional standards from ordinary occupations, become specialized occupations, and obtain corresponding professional status [1]. The purpose of studying the specialization of special physical education is to highlight the characteristics of special physical education, and to

transform the profession of special physical education from experience and randomness to standardization, becoming a profession with its own unique knowledge and skills, and becoming an irreplaceable profession [2]. Combined with the research of Wu Xueping [3], Zhou Lili [4] and other scholars, this research believes that the specialization of special physical education teachers is a process of socialization of individual special physical education teachers and special physical education teacher groups. This process is in the country, society, school and special Driven by the intricate interaction between these four elements of physical education teachers, special physical education teachers have finally reached a "mature professional" stage through the stages of "sub-specialty", "quasi-professional", "formed profession", and "emerging profession". development process. At the same time, the special physical education management organization and the degree of autonomy of special physical education, the scientific knowledge system and knowledge acquisition system, economic and social benefits, and the degree of regulation and protection of special physical education teachers by the state and society have gradually evolved from low-level forms to Advanced and developed state.

2.2 The Necessity of Special Sports Teachers' Professionalization

2.2.1 The Professionalization of Special Physical Education Teachers is the Requirement of the Times for the Development of Special Education

The era breeds professions. The different division of labor in different historical eras constitutes different occupations. The society's requirements for vocational skills continue to increase, so that it cannot be obtained only through random and simple empirical operations, but must be achieved through professional training, so professional specialization has occurred. Special physical education is an inevitable product of the development of special education. The emergence and development of special physical education teachers, like other professions, is also a development process from scratch, from ordinary professions to specialized professions. In the initial stage of special education, special education teachers are based on the model of "teacher with apprentice" and "teacher training class", while the training of special physical education teachers is blank. It was not until the beginning of this century that courses and majors dedicated to cultivating special physical education teachers gradually appeared in my country. As special physical education started late as a specialized educational activity, special physical education teachers in our country are still in the state of combining professional and non-professional teachers.

2.2.2 The Professionalization of Special Physical Education Teachers is the Need to Protect the Sports Rights of Students with Special Needs

Special needs students should have the same right to receive physical education as ordinary students. This right includes three aspects: equal physical education opportunities, equal physical education processes and equal physical education results. It is true that under the international civil rights movement and the concept of caring for life, equality of opportunity has been widely recognized. Schools at all levels also offer special physical education courses. However, equality of opportunity does not mean equality of process and result. True equality must not only provide special students with opportunities to participate in physical education, but also provide students with high-quality educational resources and services (including teachers, venues and equipment, etc.). Improving the quality of teachers is the foundation of promoting educational equity, and promoting educational equity puts forward new and higher requirements for the construction of the teaching team[5]. Special physical education teachers are the leaders and organizers of special physical education, and their professional quality directly affects the development of special physical education and students' learning effects. To protect the rights of students, we must provide high-quality and high-quality teacher resources. Therefore, the professionalization of special physical education teachers is the key to guaranteeing the right to physical education for students with special needs.

2.2.3 The Professionalization of Special Physical Education Teachers is a Powerful Way to Improve the Quality of Education

The quality of special physical education directly affects the physical quality of students with special needs, and the professional quality of special physical education teachers determines the quality of special physical education. Several recent foreign survey reports show that human resources are more effective than material resources in improving the quality of physical education. The most important factor in high-quality physical education is to mention teachers. Physical education can also be achieved without expensive equipment and equipment[6]. The requirements of special physical education teaching for special physical education teachers are manifested in two aspects. On the one hand, under the background of curriculum reform and emphasis on teaching quality, students with special needs must not only receive physical education, but also receive high-quality physical education suitable for their physical and mental development. It not only teaches students sports skills, but also teaches lifelong sports. Philosophy, develop a sound personality. The realization of this goal requires special physical education teachers to have good professional qualities, and the quality of teaching needs to be further improved. On the other hand, students with special needs not only have physical defects, but also psychological barriers. It is not feasible to use ordinary physical education teaching methods solely for these students. Special knowledge and skills of special physical education must be mastered, and physical education teaching should be carried out according to the actual needs of the students. And this must require high-quality special physical education teachers. Therefore, in order to improve the teaching quality of special physical education, it is necessary to build a team of high-quality and professional special physical education teachers.

3 The Main Factors Affecting the Professionalization of Special Sports Teachers

3.1 The Contradiction between Supply and Demand is Prominent

Counting from the establishment of the first special school in 1874, my country's special education has a history of more than one hundred years, and the professional training of special sports teachers has been a measure in the past ten years. In 2001, Tianjin Institute of Physical Education opened the special physical education major for the first time, creating a precedent for training special physical education teachers in my country. Subsequently, five universities including Shandong Institute of Physical Education, Guangzhou Institute of Physical Education, Xi'an Institute of Physical Education, and Liaoning Normal University have successively opened special physical education majors, but the number of enrollment in each university is only 30-50 per year. There are only more than a hundred special physical education graduates every year, which is far from meeting the needs of physical education in special schools at all levels and types in our country. In addition, my country has not yet established special sports graduate level training, and the sources of higher special sports teachers and special sports research talents are almost blank. It can be seen that the training of elementary special physical education teachers has also become "passive water." In view of the insufficient supply of special physical education teachers, my country's current practice is to borrow general physical education majors or special education majors, or even other professional teachers for physical education. Because ordinary physical education teachers do not understand special education, and special education teachers do not understand physical education, this not only affects the teaching quality of special sports, but also seriously affects the construction of the professional team of special sports teachers.

3.2 Low Teacher Qualifications

The qualifications of the teaching staff reflect the professional and technical level of teachers and are an important manifestation of the professionalization of teachers. It includes the teachers' educational background, teaching age, professional title, full-time and part-time status, etc. According to Liu Meifen[7]'s survey of nearly 100 special schools in 12 cities including Beijing and Shanghai, the current physical education teachers accounted for 14.3% of undergraduates, 40.8% of junior colleges, 44.9% of middle school teachers, 2.1% of senior professional titles, and intermediate professional titles. 53.8%, junior titles 44.1%; full-time teachers 67%, part-time 33%.

Hao Chuanping[8] conducted a survey of special physical education teachers in Puizhi schools in 17 provinces, municipalities, and municipalities, and found that 50% were under 35 years old, 23.5% were 36 to 45 years old, 20.6% were 46 to 55 years old, and 5.9% were over 56 years old; Physical education teaching for less than 1 year accounts for 8.8%, 2 to 5 years for 47.1%, 6 to 10 years for 35.3%, 11 to 15 years for 8.8%; general physical education majors account for 73.5%, special education majors 11.8%, and other 14.7% . It can be seen from the above data that the qualifications of my country's special physical education teachers are low, and most teachers only meet the minimum academic qualification standards stipulated in the "Teachers Law". Many teachers are part-time and are from non-special physical education majors.

3.3 Lack of Qualification System

Some highly specialized occupations, such as doctors and lawyers, have more mature qualification certification systems in the industry. Although my country has promulgated the "Regulations on Teacher Qualifications" long ago, the "Regulations on Education for the Disabled" also clearly pointed out that "the country implements a qualification certificate system for teachers of education for the disabled" [9]. However, these regulations do not set standards for the qualifications of special education teachers, nor do they set standards and requirements for the certification of special physical education teachers. At present, the qualification certification of special education teachers in our country belongs to ordinary schools of the same level, and it is enough to obtain the qualifications of ordinary primary school teachers or ordinary middle school teachers accordingly. The lack of management system leads to blindness in actual operation. When recruiting special physical education teachers, both general physical education majors and special physical education majors can apply, which makes the special physical education major lose its original value and significance. Secondly, the Ministry of Education clearly stated that it is necessary to fully implement the teacher qualification system, introduce a competition mechanism, eliminate the "lifetime tenure" and the "identity system", and establish a "capable of ups and downs" and "capable of entering and leaving" employment in line with the market economy. mechanism. Due to the difficulty of practical operation, the appointment of teachers in special schools in our country still adopts a "lifetime system."

3.4 The Training Mechanism is Lagging Behind

Teacher training includes pre-service training, pre-job training and on-the-job training to form an integrated model. A sound teacher training mechanism is the guarantee of teacher professionalization. At present, due to the shortage of high-level special sports teachers and research-type special sports talents, it is difficult for many colleges and universities to offer special sports education majors and courses, resulting in serious shortages in both quantity and quality of special sports education pre-employment training; China's special sports teachers Part of the source is non-special physical education majors, which should have paid more attention to pre-job training. However, due to the lack of understanding and the lack of feasible programs and measures, pre-job training is often a mere formality; the training of special teachers is the teacher education in China "Later", historical reasons make its post-employment education even more significant[10]. According to the survey, only 18.5% of teachers in Shanghai often have the opportunity to participate in special teacher training, while 50.8% of teachers only participate occasionally, and 4.6% of teachers have never received teacher training; Beijing has 68.89% of special sports. Teachers participate in post-service training; 48.28% of teachers in Anhui special education schools have not participated in special education theory training. It can be seen that there are certain differences in the post-employment training status of special education teachers in different regions. What is more worrying is that most of the post-employment training in special schools is only for special education teachers, and there are very few professional trainings for special physical education teachers.

4 Countermeasures to Promote the Professionalization of Special Physical Education Teachers

4.1 Raise Awareness of Special Sports and Ensure the Supply of Resources

Special sports resources are the basic conditions for developing special sports education. The development of special physical education is not only the resource of special physical education teachers, but also includes auxiliary teacher resources, venue resources, equipment and facility resources, and curriculum resources. The supply of these resources directly affects the development of special physical education teachers' educational activities, and even restricts the development of special physical education teachers' teaching level. Therefore, in order to improve the professional level of special physical education teachers, it is necessary to ensure the supply of sufficient educational resources. In the current situation of insufficient human resources, material resources, and funds for special sports in my country, it is even more necessary to rationally allocate resource supplies in various regions to reduce the difference in special school physical education between regions and between urban and rural areas, and promote the balanced development of special physical education. At the same time, according to the teaching goals of special schools, combined with the characteristics of the physical and mental development of students with special needs, a special school physical education curriculum with characteristics should be developed.

4.2 Innovate the Teacher Training Model and Improve the Teacher Education System

The professionalization of special physical education teachers is a continuous process, including not only pre-service education, but also pre-job training and on-the-job training. The current form is the "congenital deficiencies" of pre-employment education and the "acquired malnutrition" of post-employment education; pre-employment education and in-service education have not received enough attention, and there is a phenomenon of separation of pre-employment and in-service education. In this case, strengthening the pre-job and on-the-job training of special physical education teachers is an effective way to promote the professionalization of special physical education teachers. It is recommended to promote the improvement of the special sports teacher training mechanism from the following aspects: (1) Pay attention to the continuity of special sports teacher training, connect different stages of training with each other, and build an integrated model of special sports teacher education; (2) Pay attention to school-based Training, improve the practicality and pertinence of special sports teacher training, and closely integrate theoretical knowledge with actual needs; (3) Strengthen the richness of teacher training content and the diversity of training forms, guide special physical education teachers to carry out scientific research and cultivate reflection Type special physical education teacher.

4.3 Develop A Qualification Certification System and Build Professional Standards

The professional standards for special physical education teachers refer to the requirements and development standards at different stages that should be met to obtain professional qualifications at different development stages during the professional development process of special physical education teachers. Special sports professional standards are the basic basis for the training, training, appointment and management system of special sports teachers. Under the background of the current professionalization of teachers, it is necessary not only to formulate a qualification certification system, but also to build authoritative professional standards for special physical education teachers, so that the two complement each other and form a complete system. By formulating the professional standard system for special physical education teachers at different professional development stages such as beginners, competent, senior, and experts, and combining the professional knowledge and technical skills of special physical education at all stages, the basic conditions and internal qualities are combined to regulate the professional development of special physical education teachers.

4.4 Improve the Evaluation and Incentive Mechanism and Strengthen the Construction of the Teaching Team

The management of special sports teachers is an important part of the professionalization of special sports teachers. Create a good campus culture by improving various evaluation and

incentive mechanisms. The incentive mechanism for special physical education teachers needs to be diversified, combining the development of the special physical education teacher team and the needs of the individual teachers to provide encouragement from different levels such as material, spiritual, and opportunity to fully mobilize the enthusiasm of teachers. On the one hand, it is necessary to use democratized and humane evaluation and incentive mechanisms to promote healthy competition among teachers of special physical education. On the other hand, it is necessary to take into account the individual differences between teachers and earnestly consider the degree of individual effort, flexibly grasp the evaluation criteria, and enhance the special The expected value of the success of physical education teachers.

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