

Integrated education: a new opportunity for basic education reform¹

Mingqing Liu¹, Dan Yan²

¹Yuzhang Normal University, NanChang, 330103; ²Jiangxi Biotech Vocational College, Nanchang, 330200

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Abstract: As the main trend of the development of special education, the integration education has brought great challenges to the general education, and also brings the opportunity of the reform. Although the starting point is different, the integration education has a lot of common value orientation with the reform of the basic education in China, so it is doomed to the same. With this opportunity, the integration of education will be a new opportunity for China's basic education reform.

1. Introduction

For a long time, China's basic education has taken a dual development model of special education and general education. Since the 1990s, Inclusive Education has gradually become the mainstream trend of the development of special education at home and abroad, i.e. promoting the entry of special children into ordinary schools, and the form of educational resettlement attended by ordinary children of the same age, which is called "follow class" in mainland China. Since integrated education respects the equal right to education for special children and is conducive to the better return of special children to mainstream society after leaving the school, integrated education is respected in the world. 19. In 1994, UNESCO convened the World Conference on Special Education in Salamanca, Spain, and promulgated the Salamanca Declaration, which formally introduced the idea of "Inclusive Education". [1] The Chinese Government, in the light of its national conditions, is also promoting inclusive education in the form of "attendance at school".

2. Current Situation of Integrated Education: Main Trend of Special Education Development in China.

2.1 Main position of integrated education

At present, special education in China has formed a pattern of educational placement with ordinary schools as the main body, special education schools as the backbone, and door-to-door and distance education as the supplement. The main position of ordinary schools is mainly reflected in the proportion of students. According to the statistics bulletin of the Ministry of Education, the proportion of students in regular classes has been more than 50%, and it only counts the more dominant "disabled students", and does not include students with hidden disabilities such as "learning disabilities", otherwise the proportion will be even higher. As shown in Table 1:

Table 1: special Education School and Student size structure in China Special Education 2013-2017

a particular year	Number of special schools	Number of students with disabilities in school (10,000)	ordinary school students with disabilities		Number of students in special schools		Average number of students in special schools
			Number of people (10,000 persons)	Percentage (%)	Number of people (10,000 persons)	Percentage (%)	
2013	1933	36.81	19.08	51.83	17.73	48.17	91.72
2014	2000	39.49	20.91	52.95	18.58	47.05	92.90
2015	2053	44.22	23.96	54.18	20.26	45.82	98.68
2016	2080	49.17	27.08	55.06	22.09	44.94	130.07
2017	2107	57.88	30.40	52.52	22.12	47.48	104.98

Note: This table is compiled according to the National Education Development Statistics Bulletin issued by the Ministry of Education for the years

2.2 Policy orientation of "promoting integrated education in an all-round way"

The compulsory Education Law of the people's Republic of China, as amended in 2006, makes clear provisions on regular class study. Among them, Article 19 stipulates ". Ordinary schools shall receive children of the right age with disabilities who have the ability to receive general education, and adolescents shall attend classes and provide assistance for their study and rehabilitation. "[2] the newly revised regulations on the Education of Persons with Disabilities in 2017, Article 3 stipulates that" the education of persons with disabilities shall improve the quality of education, actively promote integrated education, and adopt general education or special education according to the type of disability and reception ability of persons with disabilities, Give priority to general education. "[3] 2017 The first of the basic principles of the second promotion plan for special education (2017-2020) in seven ministries, such as the Ministry of Education and the Chinese Disabled Union, is the "Insist on the integration of the promotion and the integration of the Putty. The general school is the main body, with special education schools as the backbone, to send the education to the home and the distance education as the supplement, to promote the integration education in a comprehensive way. The common school and special education school have the responsibility of sharing, sharing resources and supporting each other." [4].

From the perspective of national policy guidance, integrated education has become the mainstream trend of the development of special education in China. In the past, the dual development pattern of `water and water is broken down" in ordinary schools and special education schools and special education schools are gradually formed.

2.3 Special education schools in close cooperation with regular schools

The special education school is functionally similar to the general school for a long time, that is, the function of the "education and teaching". With the advancement of the integration education, many children with mild disabilities began to enter the normal school, and the source structure of the special education school began to change, and the moderate and severe children also began to enter the special school. As a result, only the "education and teaching" of the special education school has been unable to meet the student's educational needs, and the students are becoming more and more urgent to the "Requirements for rehabilitation training", and the special education schools then add new "rehabilitation training". With the in-depth promotion of the integration education, the moderate obstacles and the special types of special.

3. The concept of the integration of education: the fair education of the "to all students"

For a long time, many teachers like to emphasize the "majority", that is, curriculum content and teaching methods to take care of the majority. At first glance, it seems reasonable, but when you think about it, you will find that it is "unfair". The emphasis on "majority" will inevitably lead to

the neglect of students at both ends of the distribution, that is, students with excellent qualifications and students with insufficient ability. Maybe the students at both ends are only a few, but as long as one student is ignored, our educational process is unfair. Professor Gu Mingyuan believes that the fairness of education should include three aspects: the equality of admission opportunities, the fairness of the educational process, and the acquisition of success opportunities. [6] as far as integration education is concerned, those special children involved in integration have achieved equal opportunities in school, but if they do not get the attention they deserve, they will change from "studying in class" to "sitting in class". The chances of success in education cannot be equal, and they will not receive "fair education". Therefore, integration education requires general education to pay attention to "all children" from "most" to "all children", which is reflected in the curriculum, that is, the necessary adjustment of curriculum content and teaching method to meet the learning needs of all children.

4.Integration Education Curriculum: Moving from "target guide" to "demand-oriented"

Basic education in China has always followed the goal orientation. The so-called "goal-oriented" means that the state formulates a unified "curriculum standard" according to the needs of social development and personal growth. All the teaching materials are compiled with the goal of realizing the "national curriculum standard", and all the teaching aims at achieving the "national standard". This kind of goal-oriented curriculum design and implementation has its necessity and rationality, but it also has its limitations. After all, the National Curriculum Standard takes into account the universal laws and needs of children's development, and the textbook is also compiled according to the universal laws and needs, specific to the special needs of each individual child. Teachers need to deal with it flexibly, which puts forward the requirements for the adjustment of curriculum and teaching method.

Confucius trained 72 wise people more than two thousand years ago by teaching students according to their aptitude. The essence of "teaching according to aptitude" is "demand-oriented" education, that is, on the basis of comprehensive understanding of students, according to the physical and mental characteristics of each student, targeted education is provided. Integration education is caused by the entry of special children into ordinary schools, and its main focus is on those students who are "very different from ordinary students". According to the normal distribution, the students whose abilities are at both ends are the students whose abilities are very different from the ordinary students. If the teacher pursues the "goal orientation" rigidly, it will inevitably lead to the students at both ends "unable to keep up" or "not having enough to eat". Therefore, "demand orientation" The curriculum view should be available to all teachers in the context of integrated education.

5.Integrated Educational Teaching method: general Learning Design and the Construction of Teachers' Community

Under the idea that the curriculum should be "for all children", teaching should also be for all children, that is, to ensure that all children in the classroom benefit from the classroom. In order to achieve this goal, the United States, which is more mature in the development of integrated education, has made a lot of explorations, among which the more famous method is "General Learning Design" (Universal Design for Learning, for short UDL)..

UDL originated from the general design concept of early architecture, that is, architecture should take into account the convenience of all kinds of people, including people with mobility difficulties, at the beginning of design. At the beginning of this century, (Center for Applied Special Technology, (CAST) applied the concept of general design to the field of special education curriculum. The United States Congress defines UDL as follows:

UDL is a framework of a scientific and effective way to guide the practice of education: (1) to provide a flexible approach, including information presentation, student response or presentation of knowledge and the participation of students, and (2) to reduce obstacles in teaching and to provide

appropriate learning facilities, Support or challenge the high achievement expectations of all students, including students with limited or limited English. [7] UDL emphasizes the three principles of teaching: (1) It provides a variety of characterization ways to provide a flexible way of presenting the "what to teach" and the "learn what". This article is used to support the recognition of learning. (2) Provide multiple actions and expressions How to learn and how to express what we know provides a choice for "how to learn" and "how to express what we know". This article is used to support strategic learning. (3) it provides a variety of ways to participate and provide flexible choices for generating and maintaining motivation, that is, "why to learn". This article is used to support emotional learning. [8]

In order to realize the general study design, the teacher of the general school needs to cooperate with the teacher of the special teaching school. The learning-purpose design requires the formation of a united and collaborative teacher community, the establishment of an advisory board on the education of children through the power of the community, and the establishment of a corresponding operational mechanism to ensure that each member has a clear and clear mandate to give full play to the community's advantages, Services to all children. [9] In addition, the Community must, with the help of the professional force, organize and guide the members of the Community to study the leading concepts and skills of the general design, and guide them to operate and reflect in practice, form a resource base such as case and operation guide, and finally promote The professional growth of the community. [10]

Therefore, aiming at the special needs of the students, through the cooperation of the teachers in different fields, the teacher community is formed, and the educational needs of the students are solved together, which is the inevitable demand of the development of the integration education, and is a valuable experience for the basic education curriculum and the teaching reform.

6.fusion education evaluation: the common development of students, teachers and schools

The value of integrated education, if it is only for a small number of special students, must be questioned. The integration education, however, has been widely promoted in the world, indicating that it is not in conflict with the mainstream educational value orientation, but rather, there must be a lot of progress. In fact, the integration education is not only for the special students to get better quality of education, but also to the mainstream society better in the future, which is also of great value to the ordinary students. The curriculum view of the "demand-oriented" brought by the integration education, the teaching view of the "general design" and the construction of the teacher community will benefit the ordinary students. In addition, the positive value orientation, such as "respect for differences "," tolerance and mutual assistance" and "tenacious struggle ", will also nourish students'character. Therefore, the effectiveness of integrated education should be reflected in the growth of all students.

In the course of the integration education, the teachers have to improve their knowledge structure to meet the educational needs of the significant students. In the past, the teacher can only deal with the ordinary students and grow up to be able to deal with the teachers of all the different types of students, and the ideas and the skills of the teachers will be greatly improved. Similarly, the school's ability to provide high-quality education for all children in the district and the service capacity of the school are significantly enhanced. Most importantly, the school is the important source of the social thought and the spread, and when the school first becomes the "Admission, inclusion and mutual assistance" of the school The formation of the community and the entire social integration culture will be promoted when the surrounding fusion place is in place. Therefore, Professor Shen Renhong (2014) said that the efficiency of the integration education should be at least reflected in the following four aspects: the first is the growth and development of the students, the second is the development of the teachers' professional ability, the third is the reform and development of the school, and the fourth is to promote the formation of the social integration culture. [11]

7.Integration Education and the Reform of Basic Education: the Value Orientation of the Same

Since the 1980s, the basic education reform in China has been almost uninterrupted. In 2001, the outline of basic Education Curriculum Reform (trial) issued by the Ministry of Education put forward six specific objectives of the new curriculum reform. Professor Xie Yi et al. (2012) believe that the ultimate goal of curriculum reform is "for the development of every student", which includes both individual and development meanings. One is to enable individuals to be highlighted rather than annihilated under a comprehensive and unified class teaching system, and the other is that the purpose of individual prominence is to develop and develop as much as possible. [12]

Integration education is also essentially "for the development of every student." The pursuit of integrated education takes into account "all students"; according to the needs of students to provide targeted education, to achieve "teaching in accordance with their aptitude"; to all students should be "full of expectations", through "general learning design" and "teacher community building" to benefit all students in the classroom; to achieve the progress of students, teachers, schools and even the whole society. Don't these value orientations also formalize what China's basic education reform has always wanted to achieve? Therefore, integration education is another important opportunity for the reform of basic education in China.

Integration education was originally the product of the development of special education to a certain stage, but because its main position is in the general school, it naturally links the general education and the special education together. The implementation of integrated education has brought many challenges to ordinary schools and required them to carry out corresponding reforms; at the same time, integrated education has also brought opportunities for the reform of general education. Just when the reform of general education appeared," dare to ask where to go ", integrated education gave the answer:" Please go this way ".

To sum up, integrated education is an educational reform, it is not a simple curriculum or teaching method adjustment, only by recognizing this, it is possible to truly realize the vision of integrated education. General education and special education should seize this opportunity, move from dual development to close cooperation, according to the requirements of national policy, "resource sharing, responsibility sharing, mutual support", together to provide high-quality education for all children.

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