Feasibility Analysis of Higher Education Popularization for Chinese Special Education Groups---Taking Physically Disabled Students as an Example

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Abstract. Based on the analysis of the current situation of special education for people with disabilities in China, it is found that the compulsory education popularization of the Chinese special education group is relatively high, but the higher education popularization for people with disabilities needs to be improved. Improving the popularization of higher education for special groups can improve China's educational environment and also maintain social harmony. This article mainly analyzes the feasibility of popularizing higher education for special education groups in China. The study found that China is paying more attention to vocational education for special education groups, aiming to equip them with skills and serve society. However, at present, insufficient attention is paid to education at the higher education level, and there is a lack of relevant policy guarantees. Therefore, it is recommended that government departments should formulate clear and comprehensive regulations and policies to ensure the equal rights and interests of disabled students in higher education. At the same time, it is also necessary to increase investment in funds, improve the construction of basic education facilities in universities, and provide auxiliary facilities for students with physical disabilities. The training of university teachers should be strengthened, and more attention should be paid to the overall development of disabled students. Psychological education, quality education, and curriculum teaching should all be strengthened.

Keywords: Special education group, popularization of higher education, feasibility analysis.

1. Introduction

The education of people with disabilities is a relatively important component of China's education system. In 1951, Premier Zhou Enlai signed the Decision on School System Reform, which made special education for people with disabilities an important part of China's national education system. From 1978 to 1986, special education was incorporated into the legal protection system, which marked a good beginning for the development of special education [1]. From 1987 to 2000, China promoted the popularization of compulsory education in the special stage, and the beneficiaries of special education expanded, further reflecting the country's concept of educational equity. Since 2010, special education in China has further developed, reflecting the characteristics of public service. The government has continuously expanded how disabled children receive education, guiding students toward the goal of a better life. Efforts to make disabled teenagers and children become pillars of the country and contribute to the country have always been advocated by the government. The popularity of compulsory education for special education groups in China is very optimistic, while the popularity of higher education for special education groups is insufficient.

In this field, many scholars have also conducted research. Scholars such as Zhao Bin have proposed the development of high-quality vocational education for people with disabilities, achieving the goal of equal opportunities for people with disabilities to enjoy a brilliant life, thereby promoting social equity and achieving the goal of a better life [2]. Zhou Siyu proposed to reform and practice the curriculum of higher education for people with disabilities guided by professional abilities [3]. Scholars such as Ali M. Aroda have pointed out the many challenges that disabled students face in universities, including the quality of educational services, the adaptability of educational facilities, and differences in the attitudes of teachers and administrators toward disabled students. They have proposed that universities should provide better education and support services [4]. Several scholars,

including Sandra Rosen, have pointed out that Chinese university teachers have a positive attitude towards the participation of disabled students in inclusive higher education, but there is a lack of motivation in practice and a lack of relevant knowledge and skills to address the special needs of students [5].

Many scholars have paid attention to the education of people with disabilities, and most Chinese scholars focus more on vocational education in the field of special education for people with disabilities, with less attention paid to the popularization of higher education. Some Western scholars have paid attention to the problems in higher education for people with disabilities, but have not provided reasonable and feasible measures. Therefore, this study mainly focuses on the analysis of the popularization of higher education for students with physical disabilities, aiming to promote equal access to educational resources, further improve and develop China's education system, and promote the healthy development of a harmonious society.

2. Problem Analysis

2.1. Group Characteristics

Special groups of students themselves also hope to receive attention from the government and society, to have equal access to educational resources, and to improve their academic level. Shen Jianhui and Wang Peifeng mainly analyzed the imbalance of environmental policies in China's special education [6]. However, the population of people with disabilities in China is vast and complex. Due to the different levels of economic development in different regions, the level of attention given to these groups may also vary. The construction of basic service facilities for people with disabilities in underdeveloped areas in the central and western regions, especially in areas of old, young, border, and poor areas, is seriously insufficient [3]. These regions generally face problems such as weak grassroots organizations of the Disabled Persons' Federation, low social participation, and limited service capabilities. At present, a service system mainly consisting of government public services, professional institution services for people with disabilities, community services, social organization services, and self-service for people with disabilities has been formed. However, service capabilities and quality need to be further improved. So the attention to education for special groups also varies [7].

2.2. Policy Analysis

In the formulation of education policies for special groups, more attention has been paid to the enrollment rate in the compulsory stage, and significant results have been achieved. Compared to special groups in the non-compulsory stage, the government focuses more on policy formulation and academic research in vocational education. However, vocational education only focuses on training students in a certain skill, and cannot comprehensively learn cultural knowledge, which cannot effectively promote the educational needs of special groups [8]. There is a certain gap between vocational education and higher education in terms of academic requirements and difficulty. At the same time, China implements inclusive education, but there are significant challenges. The college entrance examination system opens the door to everyone, but due to the gap between the curriculum system of disabled students and the learning content of ordinary high schools, it also makes it difficult for disabled students to enter higher education institutions normally [9]. Therefore, it is necessary to popularize higher education among special groups, improve their knowledge and skills, strengthen their social competitiveness, and inject fresh blood into the Chinese labor market, promoting harmonious social development [10].

3. Cause Analysis

For the analysis of the above issues, it can be found that the distribution of educational resources in different regions of China is uneven, and there are insufficient channels for special groups to appeal

to their own needs. The reasons will be analyzed from three aspects: universities, special student groups, and society.

3.1. Universities

Due to insufficient policy support and imperfect construction systems in some universities, the construction of accessibility facilities for special student groups is insufficient. Existing buildings on campus do not meet accessibility design standards, including wheelchair ramps, elevators, spacious corridors, accessible entrances, and appropriately high and designed steps [11]. Scholars from the University of Jordan have also discovered this issue during their research, pointing out that disabled students express a lack of basic accessibility services in the university environment. Disabled students emphasized the difficulty of obtaining free educational services and without assistance [11]. These are not widely popularized in most universities, which causes difficulties in campus travel for special groups and is also an important obstacle to the popularization of higher education. Secondly, universities lack sufficient training for teachers, and teachers cannot fully understand and meet the needs of special students. Teachers cannot accurately grasp the psychological and learning needs of students, and even some teachers cannot treat them equally, which has a certain negative impact on the development of special student groups. In interviews with disabled students by scholars at the University of Jordan, this issue was also mentioned, with some teachers and administrators holding a negative attitude toward disabled students. UAE scholars have also raised the same issue, pointing out that UAE universities have poor disability resource education services, and professors do not understand disabled students, which has also led to some students dropping out of school [4]. Thirdly, the curriculum for special student groups is not perfect, and there are no targeted courses for special student groups to learn, which cannot meet their academic and special development needs [8].

3.2. Special Student Groups

Due to the uneven distribution of resources in China, the desire of special students for education cannot be well realized. The special student group has self-awareness and confidence problems. Due to their physical barriers, some students have doubts about their academic and adaptive abilities, thus lacking sufficient confidence to pursue higher education [12]. Some students face social barriers, and due to physical disabilities, students may experience anxiety or even fear when communicating with others, which can also pose a challenge to their participation in higher education. Physical defects can affect the performance of students in the classroom, which also leads to a large number of students giving up opportunities for higher education.

3.3. Society

There is a phenomenon in society that people with disabilities are not valued, and some members of society may have biases towards disabled groups, ignoring the needs of special groups and not providing adaptive facilities and services [3]. Enterprises and employers hold negative attitudes and stereotypes towards special groups, believing that deformed men are not competent in the work [6]. Moreover, in terms of employment for special groups, some organizations may face certain discrimination and hold a skeptical attitude towards deformed men's abilities, reducing expectations.

4. Suggestions

By analyzing the reasons for the insufficient popularization of higher education for special groups, the following suggestions are given:

4.1. Universities

Firstly, universities should open up enrollment channels for special student groups and achieve the universality of higher education for these groups. Secondly, universities should improve the construction of barrier-free facilities to ensure that the campus environment is open and adaptable to

all disabled students, and to ensure the normal life and rest of disabled students in school [13]. Only by ensuring the improvement of infrastructure construction can higher education for disabled students be further popularized. Develop training plans to enhance the awareness of university teachers about the needs of disabled students and cultivate educational strategies that adapt to different types and degrees of disabilities. Online teaching can also be conducted, making it more convenient for students to learn [14]. The government needs to improve the service mechanism of universities and provide psychological counseling, academic assistance, and personalized support to meet the diverse needs of disabled students. Only by continuously increasing the attention of teachers towards disabled students can people enhance their confidence in entering higher education institutions. Because disabled students can feel valued and can further change China's academic environment.

4.2. Special Student Groups

Special student groups should understand their rights and appeal their educational rights through reasonable channels, such as enrollment procedures and standards [14]. Special student groups should have a comprehensive understanding of themselves, understand special areas of expertise, strengthen students' academic learning, integrate into the environment of higher education, and actively seek auxiliary tools and technologies from schools and teachers, books and audio, etc., to maximize students learning needs. Because different disabilities require different support and services. Students need to clearly express their needs to have the opportunity to receive more personalized and effective support, thereby meeting students' needs for learning and participating in activities at school. By expressing their demands, students can also help schools better understand their situation and provide more appropriate support and resources. Learning to express their needs for disabled students is to create an inclusive and supportive learning environment that enables them to maximize their potential and achieve success.

4.3. Society

For special education groups, society should provide greater tolerance, reduce discrimination, and treat every disabled person equally [15]. For some enterprises, it is more important to provide appropriate employment opportunities for disabled college students, while also alleviating social employment pressure and promoting social development [8]. At the same time, a charity organization can promote the construction of campus accessibility facilities and provide resource support to help disabled students learn better. Because everyone has unique talents and potential, disabled students are no exception. Society can help them discover and develop their talents, making them more likely to achieve personal and career goals. One of the core values of a socialist society is to respect the human rights and dignity of every individual. The support and assistance provided by various sectors of society ensure that disabled students can receive education in a respectful and dignified environment, without discrimination and exclusion, thereby improving the overall inclusiveness of society and encouraging each member to respect and cooperate [15].

5. Conclusion

In the field of higher education, improving the inclusiveness and popularization of special education groups is an important goal of education and teaching, which requires joint efforts from multiple parties to promote better integration of special education groups into higher education. Currently, due to differences in economic development levels among different regions, the government has issued relatively few policies on higher education for disabled students, and various universities lack infrastructure construction for disabled students. The opinions of various sectors of society on higher education for disabled students are mixed, and the demands of disabled students to participate in higher education are not fully expressed, which has also led to the current lack of popularization of higher education for special groups in China. So higher education institutions need to adapt to the needs of special education groups, including building accessible facilities, providing

auxiliary technologies, and training educators. At the same time, the higher education system needs to be adjusted accordingly to accommodate students with different levels of abilities. Educators need to receive relevant training to understand the best practices in special education and how to adopt appropriate teaching methods to meet the needs of different students. Social attitudes and cultural concepts are crucial for the popularization of higher education for special education groups. Society should encourage inclusive thinking, eliminate discrimination, and provide equal opportunities for individuals with different abilities. In short, the popularization of higher education for special education groups is feasible and requires the joint efforts of the whole society.

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