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Research on the High-quality Development of Mass Sports Education for People with Disabilities Enabled by New Productivity

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Abstract: This study aims to explore how new quality productivity can enable the high-quality development of mass sports education for people with disabilities. With the rapid development of science and technology, new quality productivity has gradually become a key factor in promoting the development of various fields of society, especially in the field of sports education for people with disabilities. By analyzing the connotation of new quality productivity and its application in sports education for people with disabilities, this paper reveals the potential of innovative technologies such as digital technology, intelligent equipment and big data in improving the quality of sports education for people with disabilities. At the same time, the study combines successful cases at home and abroad to explore how to use new quality productivity to improve the popularity, scientificity and personalization of sports education for people with disabilities. The study found that with the help of new quality productivity, sports education for people with disabilities can achieve a transformation from resource optimization to innovation in education models, provide more diverse and efficient educational services for people with disabilities, and thus promote their social integration and all-round development.

Keywords: New Quality Productivity; Sports Education for People with Disabilities; High-quality Development; Technological Innovation.

1. Introduction

The current situation and development trend of mass sports education for people with disabilities, with the increasing attention paid by society to the disabled group, has gradually shown a diversified and comprehensive development trend. In recent years, the state and all sectors of society have continuously promoted the sports education of the disabled group, especially in terms of policy support and resource investment, and have made remarkable progress. Despite this, sports education for people with disabilities still faces some challenges, such as imperfect facilities, insufficient teaching staff, and insufficient curriculum. With the change of social concepts and the continuous development of technology, the future trend of sports education for people with disabilities will pay more attention to personalization, specialization and informatization. Especially with the support of science and technology, the disabled group can obtain a more convenient educational experience through emerging technologies such as virtual reality and intelligent assistive devices.

In this context, the concept of new quality productivity has gradually gained attention. New quality productivity refers to a productivity form with scientific and technological innovation as the core and knowledge and information as the main carrier. It continuously promotes the leap of social productivity through technological progress, information means and innovative models. The core of new quality productivity lies in promoting the deep integration of knowledge and technology, so that various social resources can be allocated more efficiently, thereby realizing more intelligent and precise production and services.

There is a close relationship between new quality productivity and mass sports education for people with disabilities. The enabling role of new quality productivity has provided new opportunities and challenges for physical education for people with disabilities. Through scientific and technological innovation and information technology, people with disabilities can better participate in physical education. For example, intelligent fitness equipment and virtual sports platforms can not only overcome the limitations of physical conditions, but also customize sports courses according to individual needs, effectively improving the participation and training effects of people with disabilities. In addition, the use of big data analysis and artificial intelligence technology can track and evaluate the effects of physical education for people with disabilities in real time, helping teachers and managers to adjust teaching strategies in a timely manner. Therefore, new quality productivity has not only promoted the development of physical education for people with disabilities, but also given it new connotations and possibilities, making it more in line with modern educational concepts and social needs.

2. Analysis of the Current Situation of Mass Sports Education for People with Disabilities

2.1. Policy Support and Implementation

With the increasing attention paid by the society to the disabled group, the national and local governments have gradually introduced relevant policies to promote the development of mass sports education for people with disabilities. For example, the release of legal documents such as the "Law on the Protection of Disabled Persons" and the

"Outline for the Development of Sports for People with Disabilities" provides institutional guarantees for sports education for people with disabilities. However, despite the gradual improvement of the policy framework, there are regional differences and uneven implementation in the specific implementation process. In some economically underdeveloped areas, although there is policy support, the allocation of resources and actual investment are insufficient, resulting in limited sports education opportunities for people with disabilities.

2.2. Insufficient Infrastructure Construction

Although the construction of sports facilities for people with disabilities has made some progress, there are still many shortcomings overall. Barrier-free passages and special facilities have been built in some cities and public places, but in many places, especially in rural and remote areas, special facilities and venues for people with disabilities are still not popular enough, and most of the existing facilities are concentrated in large cities. In addition, most of the existing sports facilities are still based on traditional designs, which fail to fully consider the special needs of people with disabilities in terms of athletic ability and range of motion, making it difficult to provide sufficient sports support for all types of disabled groups.

2.3. Lagging Behind in the Construction of Teaching Staff

There is still a serious shortage of professional teachers for physical education for people with disabilities, and the overall quality and professional level of teachers are uneven. Although some colleges and universities have established courses and training programs related to physical education for people with disabilities, the number of professional teachers cannot meet the huge demand. Existing teachers often lack the ability to teach in a personalized way for different types of disabilities, and many teachers lack relevant background knowledge such as psychology and rehabilitation, and cannot effectively provide all-round guidance for the disabled group. In addition, the investment in teacher training for physical education for people with disabilities is also relatively limited, resulting in the actual ability of teachers being unable to meet the growing educational needs.

2.4. Single Curriculum Setting

At present, the curriculum setting of physical education for people with disabilities is mostly concentrated on basic sports training, with relatively single content and lack of a diversified curriculum system for the disabled group. Many courses focus on physical training, ignoring the psychological construction, social ability improvement and comprehensive quality training of the disabled group. The course content is too simple to stimulate the interest and enthusiasm of the disabled group, and it also fails to fully consider the special needs of the disabled group in terms of mental health and social skills. Therefore, the existing physical education curriculum system urgently needs to be further improved and diversified, focusing on both physical training and psychological development and social integration.

2.5. Unbalanced Allocation of Educational Resources

There are significant differences in the allocation of physical education resources among people with disabilities in different regions and different types of people with disabilities. In large cities and economically developed areas, people with disabilities can enjoy relatively rich physical education resources and participate in various special sports activities and rehabilitation programs; while in rural and underdeveloped areas, physical education resources for people with disabilities are relatively scarce. Many places do not have special sports courses and activities for people with disabilities, and even lack basic sports facilities. In addition, personalized sports education resources for specific types of disabled people (such as hearing impairment, visual impairment, physical impairment, etc.) are also relatively scarce, resulting in the failure to effectively meet the educational needs of these groups.

2.6. Lack of Technology and Innovative Applications

In the use of teaching methods and tools for physical education for people with disabilities, traditional models still dominate, and modern scientific and technological means are rarely used. Although with the advancement of science and technology, many emerging technologies (such as virtual reality, smart devices, auxiliary sports equipment, etc.) have gradually been applied to sports rehabilitation and sports training for people with disabilities, in actual education, the popularization and application of related technologies are still in the initial stage. Sports education for people with disabilities requires more scientific and technological means to improve the efficiency and personalization of training, but these technologies have not yet been widely used in most sports education institutions.

2.7. Insufficient Social Participation and Support

Although all sectors of society have made some efforts to support sports education for people with disabilities, overall, social participation and support are still insufficient. Many people with disabilities still face prejudice and discrimination from society, and their participation in sports education and activities is not high, and the influence of sports culture on people with disabilities is weak. The participation of enterprises, social organizations and volunteers has not yet formed an effective synergy, and the integration of social resources and forces is insufficient, resulting in a lack of continuity and systematization of sports education activities for people with disabilities.

2.8. Psychological Barriers and Social Identity Issues

Many people with disabilities have serious psychological barriers such as inferiority and depression due to long-term dual restrictions of physical and social environment, which makes them often lack confidence and enthusiasm when participating in sports activities. In addition, due to the lack of social recognition, people with disabilities often think that sports activities have nothing to do with them, which further leads to their resistance to participating in sports activities. Therefore, physical education for people with disabilities is not just about physical exercise, but also needs to focus on psychological counseling and the construction of social recognition, helping people with disabilities to establish positive self-cognition and social skills.

Overall, although mass physical education for people with disabilities has made some progress in policy support and

facility construction, it still faces many challenges, especially in terms of resource allocation, teaching staff, and course content. It still needs to be further promoted through multi-party collaboration, innovative scientific and technological means, and improved infrastructure.

3. Analysis of the Path of New Quality Productivity Empowering Physical Education for People with Disabilities

With the continuous development of science and technology and the introduction of the concept of new quality productivity, physical education for people with disabilities has also ushered in new development opportunities. New quality productivity emphasizes the deep integration of knowledge, technology, information and innovation, and can provide innovative support for physical education for people with disabilities. The following are several main paths for new quality productivity to empower physical education for people with disabilities:

3.1. Technological Innovation Promotes Personalized Education

The core of new quality productivity lies in technological innovation, especially driven by emerging technologies such as artificial intelligence (AI), virtual reality (VR), augmented reality (AR) and smart devices. The application of these technologies has brought unprecedented opportunities for physical education for people with disabilities. Through these technologies, educators can provide more personalized and accurate training plans for each disabled person to ensure that they receive tailor-made guidance during exercise. The following are specific paths for how these technologies empower physical education for people with disabilities and promote personalized education.

3.1.1. Virtual Reality (VR) and Augmented Reality (AR)

The application of virtual reality and augmented reality technologies can break the spatial limitations of traditional physical education, especially when venue conditions and facilities are incomplete. For example, for people with physical disabilities, virtual reality technology can create a completely virtual sports scene, allowing students to experience the fun of sports and the training process without going out. This immersive training mode not only provides efficient physical exercise, but also enhances the self-confidence and sense of participation of disabled students. Taking virtual reality technology as an example, people with physical disabilities can interact with virtual coaches through virtual fitness scenes to simulate different sports, such as running and swimming. VR equipment can adjust the difficulty of virtual scenes according to the physical condition and ability level of disabled people, making the exercise process challenging but not too oppressive, avoiding the embarrassing situation of being unable to participate in traditional exercise methods due to physical limitations. This innovative teaching method can also avoid the limitations caused by the lack of sports facilities or other venue restrictions, and help more disabled people achieve comprehensive exercise and rehabilitation goals. Augmented reality technology can provide interactive training experience for disabled students by superimposing virtual information on the real world. For example, AR devices can display the movement data of disabled people (such as gait, speed, posture, etc.) in real time during training, and give real-time feedback to help students understand their performance during training, adjust their movements in time, and avoid wrong or irregular forms of exercise.

3.1.2. Smart Wearable Devices and Personalized Health Monitoring

The application of smart wearable devices (such as smart watches, smart sports shoes, smart protective gear, etc.) in physical education for people with disabilities has further improved the personalization and accuracy of education. These devices can monitor the user's physical data in real time, and combine big data analysis to conduct real-time evaluation of the trainee's exercise status. For example, smart sports shoes can monitor the subtle changes in the gait of the disabled group, promptly discover irregular movements that may cause sports injuries, and push modification suggestions through devices or mobile phone applications. Through real-time data collection, smart devices can provide students with customized exercise plans to ensure that each student's exercise can achieve the best results and avoid excessive or insufficient training. In addition, smart watches or wearable devices can also record multiple data such as heart rate, pace, calorie consumption, exercise distance, etc., to help disabled students understand their exercise status, adjust exercise intensity, and ensure training effectiveness and safety. For the disabled group, traditional physical education is difficult to achieve such detailed tracking and feedback, and the introduction of smart devices just fills this gap, allowing each student to obtain personalized health guidance and exercise plans.

3.2. Popularization of Digital Platforms and Distance Education

With the rapid development of digital platforms and information technology, new quality productivity has brought new opportunities for physical education for people with disabilities. Through digital means such as online platforms, mobile applications, and virtual coaches, people with disabilities can enjoy high-quality physical education at any time and any place. This technological innovation not only solves the problem of resource imbalance in the traditional education model, but also provides people with disabilities with a more flexible and personalized learning experience. Especially for people with disabilities in remote areas or who cannot be present in person due to physical limitations, the popularity of digital platforms and distance education provides them with equal learning opportunities.

3.2.1. Advantages of Online Platforms and Mobile Applications

Digital platforms and mobile applications provide a more convenient way for physical education for people with disabilities. People with disabilities are no longer limited by physical venues or time arrangements, and can participate in sports learning anytime and anywhere through devices such as smartphones, tablets, and computers. These platforms provide professional sports teaching content through video courses, real-time interactions, virtual coaches, etc., to help people with disabilities improve their athletic ability and rehabilitation level. For example, many online platforms provide detailed sports tutorials, including basic exercises, rehabilitation training, cardiopulmonary function training, etc. These courses are usually produced by senior professional

coaches and rehabilitation experts, with wide coverage and strong pertinence. People with disabilities can choose appropriate courses according to their needs, from elementary to advanced, and exercise step by step. In addition, the platform can also provide tracking records and feedback mechanisms to help students clearly understand their progress and adjust their training plans when necessary.

3.2.2. Distance Education Breaks Geographical and Facility Limitations

Traditional sports education for people with disabilities is limited by facilities and geographical limitations, especially in remote areas and rural areas, where people with disabilities often face the problem of lack of professional sports facilities and training resources. The popularization of digital platforms has broken through these limitations, allowing more people with disabilities to participate in sports education. Whether in cities or rural areas, people with disabilities can access high-quality educational resources through the Internet, breaking the barriers in physical space. Especially in remote areas, there is often a lack of professional sports coaches and equipment, and distance education has become an effective way to solve this problem. Through digital platforms, people with disabilities in remote areas can directly participate in sports courses at the same level as those in big cities through the Internet and obtain equal educational resources. This popularity and breadth are unmatched by traditional education models.

3.2.3. Personalized Learning and Flexibility

Digital platforms and distance education also provide people with disabilities with greater learning flexibility. Traditional physical education is often limited by time and space, and it is difficult for people with disabilities to self-adjust according to their personal needs. Digital platforms, by customizing learning plans and flexibly arranging learning time, allow students to train according to their own rhythm and life arrangements. This personalized learning method allows people with disabilities to tailor their exercise plans to their needs in an environment where they feel comfortable. For example, some platforms allow students to choose appropriate course content based on their physical condition and sports goals, and the course schedule can also be flexibly adjusted according to the students' time and interests. For students with special needs, such as those with physical disabilities who have difficulty in moving, the platform can also provide specific auxiliary functions, such as voice guidance, graphical prompts, slow playback, etc., to ensure that they can easily understand and perform sports movements.

3.2.4. Real-time Interaction and Personalized Feedback

Different from traditional self-study or recorded videos, digital platforms can achieve real-time interaction, further improving the personalization and effectiveness of learning. Many platforms provide online live courses or interactive teaching for disabled students. Students can interact directly with coaches through video conferences or online chat rooms, answer questions in real time, and get professional feedback. This form of interaction can ensure that disabled students will not be confused by the difficulty of technology or movements during the learning process, and can also ensure that their exercise postures and movements are correctly guided. At the same time, many platforms are equipped with intelligent feedback mechanisms. After completing the training, students can upload their exercise data to the platform, and the coaches will provide targeted feedback based on the students' training data. Through artificial intelligence analysis, the students' exercise posture, exercise intensity, duration and other data can be recorded in detail and compared with historical data, so as to provide students with personalized improvement suggestions. This precise feedback can effectively avoid the risk of injury caused by incorrect movements or excessive exercise for the disabled group.

3.2.5. Health Monitoring and Data Tracking

Another important feature of the digital platform is the ability to realize health monitoring and data tracking functions, helping the disabled group to better understand their exercise status and health changes. Many platforms are combined with smart wearable devices to monitor students' heart rate, exercise volume, sleep quality and other physiological data in real time, and conduct long-term tracking and analysis. These data can not only help coaches and students understand the training effect, but also dynamically adjust the training intensity and frequency according to the health status of the students to ensure safety during exercise. For example, by working with smart watches or health bracelets, students can view their steps, exercise duration, calories burned and other information in real time. Coaches can also monitor the students' exercise status through the platform, identify any possible health problems in time and make adjustments. This health monitoring and data tracking function enables the disabled group to exercise in a more scientific and systematic way, while providing them with health protection.

3.3. Application of Intelligent Assistive Devices

Driven by the new productivity, technological innovation has brought about the development of intelligent equipment, especially the application of intelligent assistive devices, which has provided unprecedented support for physical education and rehabilitation training for people with disabilities. These intelligent assistive devices, especially for people with physical disabilities, play an extremely important role. Through these intelligent devices, people with disabilities can not only gain more autonomy and comfort in training, but also achieve more precise and safe personalized training. The following is a detailed analysis of how intelligent assistive devices play a key role in physical education for people with disabilities.

3.3.1. Application of Intelligent Wheelchairs

As an important assistive device, intelligent wheelchairs are particularly suitable for people with lower limb disabilities. Although traditional wheelchairs can provide basic mobility functions, disabled people often face problems such as difficulty in operation, lack of comfort and safety hazards during use. Intelligent wheelchairs greatly improve the convenience and comfort of use by integrating modern scientific and technological technologies such as intelligent navigation, automatic balance, environmental perception and voice control. Intelligent wheelchairs can automatically adjust the speed and direction of travel according to the user's physical condition and environmental changes. For example, in special environments such as ramps and stairs, smart wheelchairs can automatically identify and adjust the driving mode to help users move forward more smoothly and avoid falls or accidents caused by terrain changes. In physical education, smart wheelchairs can also be designed in conjunction with rehabilitation training to help students perform lower limb activities or upper limb strength training,

provide more exercise options, and improve athletic ability. In addition, smart wheelchairs can monitor users' health data in real time, including physiological indicators such as heart rate and body temperature, and provide real-time feedback through connected applications or platforms. These data not only help users adjust exercise intensity, but also remind users to rest when necessary, thereby effectively avoiding overwork or sports injuries.

3.3.2. The Role of Gait Assistive Devices

Gait assistive devices (or gait trainers) are another type of intelligent assistive device for people with physical disabilities, especially for those who cannot walk normally due to limb injuries or motor dysfunction. Traditional gait training relies on manual intervention and external support, while smart gait assistive devices provide more scientific and precise gait training support through automated control and personalized adjustment. These gait aids can analyze the user's gait through precise sensors and motion control systems, monitor the accuracy of the steps, cadence, stride and other motion parameters in real time, and provide timely feedback. For example, when the gait aid detects that the trainee's gait is deviated, the system will help the trainee correct the irregular gait and promote the recovery of his walking ability by adjusting the parameters of the gait aid, such as stride length and walking speed. Intelligent gait aids are also highly adaptable and can adjust the auxiliary force and movement trajectory according to the different functional impairments of the disabled. For example, for users in the initial rehabilitation stage, the device can provide more support and stability; while for users with more complete functional recovery, the device can reduce the assistance to the body and gradually restore the normal gait. Through long-term use of gait aids, disabled trainees can conduct efficient gait training in a safe environment to promote the recovery of muscle strength and coordination.

3.3.3. Personalized Adjustment of Intelligent Rehabilitation Equipment

As an important auxiliary tool in the rehabilitation training of the disabled, intelligent rehabilitation equipment can automatically adjust the intensity and mode of training according to the motor ability and training needs of the disabled. The intelligence of rehabilitation equipment means that each student can carry out personalized training according to their own rehabilitation process to ensure that each training can achieve the best results. For example, intelligent rehabilitation equipment includes intelligent treadmills, spinning bikes, balance trainers, etc. These devices can automatically adjust the intensity of exercise according to the physical condition of the students. In the initial stage, the equipment can provide a lower exercise load to help students gradually adapt to the amount of exercise; in the rehabilitation process, the equipment can gradually increase the intensity of training according to the progress of the students to ensure that the students' physical fitness is effectively improved. In addition, intelligent rehabilitation equipment can also monitor the students' physiological data (such as heart rate, blood oxygen concentration, etc.) and make real-time adjustments based on data feedback to ensure the safety of the training process and avoid the risk of excessive exercise or injury. For example, the intelligent rehabilitation treadmill is equipped with a pressure sensor, which can monitor the pressure of the students on the ground during running in real time, adjust the slope and speed of running, so as to help students improve their athletic ability or avoid sports injuries. For people with upper limb disabilities, intelligent rehabilitation equipment such as intelligent training equipment and robotic arms can provide targeted rehabilitation training according to the students' upper limb strength and flexibility to help students recover or improve their athletic ability.

3.4. Big Data and Artificial Intelligence to Optimize Teaching Plans

The combination of big data technology and artificial intelligence (AI) has brought profound changes to the physical education of people with disabilities. By collecting and analyzing the sports data, health data and training feedback of people with disabilities, AI can develop scientific, precise and personalized teaching plans for people with disabilities. This intelligent, data-driven teaching method can not only optimize the existing education methods, but also continuously adjust and improve according to the actual needs of each student.

3.4.1. Sports Risk Warning and Safety Assurance

AI is not only used to improve training effects, but also to identify potential risks in a timely manner through data monitoring. For people with disabilities, accidents may occur during exercise due to health conditions, lack of physical strength or other factors, and AI's risk warning system can analyze exercise data in real time, identify unsafe exercise patterns, and remind students and coaches through an alarm system. For example, if the AI system detects that a student's heart rate is too high or too low when performing a certain exercise, or that a certain exercise posture may cause joint damage, the system will immediately provide a warning and recommend suspending training or making adjustments. At the same time, through data analysis, AI can also predict possible sports bottlenecks for students, such as excessive exercise load, to help students take preventive measures early to ensure sports safety.

3.4.2. Improve Teaching Efficiency and Accuracy

AI can also help coaches manage teaching and make decisions more efficiently. Through big data analysis, AI can discover the learning curve and progress rate of students in physical education, thereby helping coaches accurately evaluate the progress of students and adjust teaching strategies based on their performance. The AI system can make a detailed analysis of each student's personalized needs and sports performance, provide the best teaching path, avoid a one-size-fits-all teaching method, and thus greatly improve the teaching quality and student participation.

3.5. Cross-field Cooperation Promotes Diversified Education

The formation of new quality productivity benefits from the integration of multidisciplinary knowledge, and physical education for people with disabilities also benefits from the promotion of cross-field cooperation. Cross-border cooperation among multiple disciplines such as education, sports, medicine, psychology, and rehabilitation can not only enrich the content of physical education for people with disabilities, but also enhance its multi-dimensional educational effects.

3.5.1. Construction of a Comprehensive Education System

Physical education for people with disabilities is not just physical exercise, but should also focus on the cultivation of

mental health, social skills, and self-care in daily life. This requires the education system to develop from a single physical education teaching to a more comprehensive and integrated direction. By integrating the professional knowledge of medicine and rehabilitation, physical education can provide more scientific exercise programs to ensure the safety of disabled students' training and effectively promote rehabilitation. In this process, medical experts can provide physical education teachers with personalized exercise program designs based on the specific conditions or types of disabilities of the students, helping students to exercise effectively within a safe range. Knowledge of rehabilitation can help teachers master how to adjust the training content according to the rehabilitation stage of the students, and use scientific rehabilitation methods to promote the physical recovery of disabled students.

3.5.2. Cultivation of Psychology and Social Skills

The challenges faced by people with disabilities in physical education are not only physical, but also psychological barriers. Many people with disabilities have psychological problems such as inferiority and anxiety due to being on the margins of society for a long time, which may lead to their resistance to sports activities. The intervention of psychology can help physical education better solve these problems, especially helping students overcome psychological barriers and build self-confidence during exercise. Psychological experts can help coaches develop educational strategies that are compatible with the psychological development of students, adopt appropriate incentives and guidance methods, and enhance students' enthusiasm and sense of participation. In addition, psychological support can also help students establish healthier self-cognition, improve their social skills, help them better integrate into society, and cultivate positive social adaptability.

3.6. Innovate the Construction of a Social Support System

Social innovation is another important aspect of new quality productivity, and physical education for people with disabilities cannot be separated from the support of all sectors of society. Through the integration of social resources and cross-industry cooperation, more abundant sports education resources can be provided for people with disabilities, and a more open and inclusive education environment can be built.

3.6.1. Synergy between Government and Enterprises

The government can promote more enterprises and social organizations to participate in the system of sports education for people with disabilities through the support of policies and regulations, and provide resource support such as funds, technology, and venues. Enterprises can use their own technical and financial advantages to provide advanced sports equipment and rehabilitation equipment for the disabled. Social organizations and volunteers can provide service support and assist in teaching activities and sports rehabilitation.

3.6.2. Improvement of Social Cognition and Inclusiveness

By building a cross-departmental support platform, the participation of all sectors of society can promote the society's understanding and inclusion of the disabled group, and promote the society's attention and investment in sports education for people with disabilities. By integrating social resources, more people with disabilities can enjoy high-quality sports education, while enhancing their sense of social participation and identity, helping them integrate into society and improve their quality of life.

3.6.3. Improve the Popularity of Sports Activities

The innovative social support system can not only provide resource support for sports education, but also promote the disabled group to participate more widely in sports activities in society. Through multi-party cooperation and resource integration, people with disabilities can not only participate in professional sports competitions, but also actively participate in daily fitness activities and rehabilitation exercises, truly realizing the popularization and integration of sports activities.

3.7. Promote the Popularization and Integration of Sports Activities

The new quality productivity empowers the sports education of the disabled, not only to improve the teaching quality, but more importantly to promote the popularization and integration of sports activities into society. Through the integration of innovative education methods and social support systems, the disabled group can break through their own limitations, enhance their physical fitness, psychological quality and social adaptability, and ultimately achieve better integration into society and enjoy the same healthy life as the general population.

3.8. Joint Promotion of Policies and Social Environment

The formation of new quality productivity depends not only on technology and innovation, but also on the joint promotion of policies and social environment. At the national level, the improvement of policies and the strengthening of enforcement can provide better protection for the disabled group. At the social level, the transformation of social cognition and the improvement of inclusiveness of the disabled group can promote their more active participation in sports activities. The combination of policy support, improvement of social environment and technological innovation has formed a virtuous circle conducive to the development of sports education for the disabled. Through the dual promotion of policy guidance and technical support, the disabled group can enjoy the benefits of sports education more comprehensively and equally, and gradually realize the improvement of self-worth and the enhancement of social recognition.

4. Conclusion

This study explores how new productivity can effectively empower mass sports education for people with disabilities, and analyzes the paths and challenges of developing high-quality sports education for people with disabilities. Through technological innovation, especially the application of cutting-edge technologies such as artificial intelligence, big data, virtual reality (VR) and augmented reality (AR), the sports education of people with disabilities has been greatly improved. These emerging technologies not only make sports education more personalized and precise, but also break through the limitations of traditional education models, especially in the case of resource scarcity or physical disabilities, and provide flexible solutions. In addition, the popularization of digital platforms and the development of distance education have provided more people with disabilities with equal opportunities to participate in sports education, especially those who live in remote areas or cannot

attend due to physical conditions. Through intelligent assistive devices, personalized training programs, big data analysis and other means, people with disabilities can conduct sports training more safely and efficiently, and gradually overcome physical and psychological barriers.

However, although technological advances have brought huge opportunities for sports education for people with disabilities, there are still some challenges to overcome, including the difficulty of popularizing technology, the accessibility of equipment and platforms, the integration of educational resources, and the improvement of social awareness and tolerance of people with disabilities. Therefore, the government, social organizations and relevant departments need to strengthen cooperation, improve policy support, promote the joint development of technological innovation and social cognition, and create a more inclusive and supportive sports education environment for people with disabilities.

In general, the new quality productivity provides a strong impetus for the development of sports education for people with disabilities. Through technological innovation and cross-field cooperation, we can provide more efficient, accurate and personalized sports education programs for people with disabilities, help them achieve comprehensive physical and mental rehabilitation, improve their social adaptability, and better integrate into society.

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