

The Development Dilemma and Breakthrough Path of Special Education from the Perspective of Educational Equity

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Abstract: A significant component of the country's educational system is special education, and it is related to educational equity and social justice. Educational equity is the basis for the equitable development of society, and special education is a key link in guaranteeing this equity, providing equal access to education for children with special needs and having a significant impact on the realization of social justice. This paper mainly studies the development dilemma and breakthrough path of special education from the perspective of educational equity. The purpose of the research is to explore the problems facing special education and propose solutions. Through literature analysis and review methods, this paper finds that special education has problems such as insufficient educational resources and unbalanced distribution, low professional level of special education teachers, and deviation in social cognition. Therefore, to this end, it is necessary to increase investment to optimize the supply of resources, improve the preparation of educators in special education, and change social concepts to create an inclusive atmosphere, in order to defend the special children's right to an education.

Keywords: special education, education equity, development dilemma, breakthrough path.

1. Introduction

Special education is an important way to provide appropriate education for children with special needs who are physically, psychologically or behaviorally inferior to normal children, and is related to the realization of educational equity. In recent years, China has made progress in special education, but there are still many difficulties. This study focuses on the development dilemma and breakthrough path of special education from the perspective of educational equity, and aims to explore the current problems faced by special education and propose solutions. Through literature analysis and review methods, this paper specifically studies the difficulties of special education resource allocation, teacher team construction, social cognition and other aspects, and puts forward the corresponding breakthrough path. This study is of great significance for promoting the fair development of special education and guaranteeing the right of special children to receive education and can provide some references for relevant policy formulation and practice.

2. The development dilemma of special education from the perspective of educational equity

Equity in education means that every member of society is treated fairly and equally in the enjoyment of public educational resources, including equity in educational opportunities, educational processes and educational outcomes, without unreasonable constraints imposed by factors such as race, gender, social status, physical condition and other factors of individuals.

2.1. Unbalanced urban-rural distribution and a lack of overall educational resources

The total amount of special education resources cannot meet the enrollment needs of children with special schools, and the number of special education schools in many places is small and the scale is small, which can only accommodate some school-age children. There is a significant imbalance in the allocation of resources for special education between urban and rural areas as well as between regions. Special education schools in developed areas have abundant educational resources; special education resources in underdeveloped areas and vast rural areas are extremely scarce, making it difficult for school-age children to receive formal school education [1]. The regional imbalance of educational resources leads to unequal educational opportunities for children with special conditions, which affects the realization of educational equity. The overall advancement of special education is hampered by this unequal distribution of resources, which also limits the educational opportunities available to special students.

2.2. Low level of specialization of special education teachers and difficulties in adapting the numbers and structure to the needs

Special education requires a high professional level of teachers, requiring the multidisciplinary knowledge and skills of special education and psychology. The professional degree of the existing special education teachers is generally not high, and the proportion of teachers with high education and high professional titles is low, so their professional ability is difficult to adapt to the diversified needs of special children. The total number of special education teachers is insufficient, the ratio of teachers to students is much higher than that of ordinary education, and the teaching task is heavy. The age and subject structure of teachers are not reasonable, and most of them are young and middle-aged women. There is a phenomenon of failure in some subjects, which restricts the improvement of teaching quality [2]. These problems of teachers seriously affect the quality and effect of special education, and it is difficult to meet the personalized education needs of special children.

2.3. Social cognitive deviation and an atmosphere of acceptance and inclusiveness to be created

There is a deviation in the social understanding of special education and special children, and there is an insufficient understanding of its importance. Some of the public discriminate against the disabled and are unwilling to communicate; some parents are reluctant to send their children to special education for fear of discrimination and losing face. Schools, communities and workplaces lack acceptance and tolerance for special groups, and special children have fewer opportunities to integrate into society, which is easy to breed psychological problems such as inferiority and autism. School bullying, employment discrimination and other phenomena still exist, indicating that the social atmosphere of respecting differences and equality has not been really formed, which affects the healthy growth of children with special conditions. This social environment is not conducive to the promotion and development of special education, and hinders the all-round development of special children and social integration [3].

3. Exploring the path of breaking through the development dilemma of special education

3.1. Increasing investment and optimizing the supply of special education resources

The government should include special education into the scope of public financial security, lay a strong material foundation for the growth of special education and significantly boost the investment in special education funding. We will make scientific and overall arrangements for special education, reasonably determine the standards for the construction of special education schools, expand the scale of schools, and narrow the gap in educational resources between regions. It is necessary that developed eastern regions support a balanced distribution of special education resources and set up a system for counterpart assistance with less developed eastern regions. The policy of financing the employment of special education schools should be firmly enforced. With this implementation, the conditions for operating schools should be greatly improved and public funding per student should be guaranteed to satisfy the standards. At the same time, we will actively guide and encourage social forces to participate in special education, and attract enterprises, social organizations and other multiple entities to invest in special education through tax incentives and policy support, so as to expand the channels for running schools and sources of funds. We will establish and improve public welfare funds for special education to provide more economic assistance to children with special needs [4]. We will strengthen the construction of special education equipment, and provide professional rehabilitation training facilities and auxiliary technology equipment to meet the personalized learning needs of special children.

3.2. Increase the degree of expertise and fortify special education instructors' training

Efforts should be focused on strengthening the development of special education teachers, and establishing a sound mechanism for training and encouraging special education teachers. It is essential to support institutions of higher learning in strengthening the development of special education majors, expanding the training of special education teachers, and improving the quality of their training. Regular teacher training should be conducted, utilizing both online and offline formats, with domestic and international experts invited to deliver lectures in order to enhance teachers' theoretical knowledge and practical skills. The evaluation and appointment standards for special education teacher rankings must be improved, with a greater emphasis placed on teaching performance during assessments. Clear career development pathways should be created for special education teachers. In terms of salary treatment and incentive mechanisms, special education teachers ought to be given preference in order to safeguard their rightful rights and interests and to increase their employability. Teachers in ordinary schools are encouraged to become part-time special education teachers through professional training to alleviate the shortage of teachers. Introduce psychology, rehabilitation medicine, special education and other multidisciplinary talents to enrich the teacher team, and optimize the teacher structure [5]. A job rotation mechanism should be established for special education teachers to promote their professional growth. Also, strengthening the mental health care of special education teachers, and carrying out regular stress reduction activities to prevent job burnout are very important.

3.3. Change social concepts and create an atmosphere of care and inclusiveness

Strengthening the publicity of special education for the public is essential to popularize special education knowledge, and enhance the social understanding and understanding of special children. It is important to innovate the forms of publicity and education, guide the public to reflect on their stereotypes through nearby examples and specific cases, and through other channels such as public lectures, theme activities and media dissemination to eliminate prejudice and discrimination. On the

whole, society should advocate the humanistic concept of equality and inclusiveness, establish the educational belief that "everyone can become a talent", and create a social atmosphere of "everyone can contribute". It is necessary to strengthen the management of school bullying and severely punish those who infringe on the rights and interests of special children. Improving the employment service system is crucial to providing vocational training, employment guidance and job recommendations for special persons, and ensuring their equal employment rights. Interactive platforms such as parent-child activities, community rehabilitation training and professional experience have been set up to create conditions for special groups to integrate into society. The media is encouraged to positively report the living conditions of special children and their families, show the talent and potential of special children, and guide society to give more care and support. Carry out special education volunteer service projects, and encourage participation from all facets of society in special education's public welfare initiatives [6].

4. Conclusion

This paper discusses the development dilemma and breakthrough path of special education from the perspective of educational equity. It is found that special education is faced with problems such as insufficient resources, low levels of teachers and deviation of social cognition, so it should break through the dilemma by maximizing the distribution of resources, strengthening the training of teachers and changing the social concept. This study is mainly based on literature analysis and lacks support from empirical data. In future research, questionnaire surveys, field interviews and other methods can be used to explore specific topics such as the implementation effect of special education policies, teachers' career development, and social integration of special children, in order to offer more focused recommendations for the advancement of special education.

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