

## Research on the Development of Adaptive Physical Education in Hong Kong, Macao and Taiwan

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### Abstract

Adaptive physical education plays a pivotal role in the special education of ordinary schools and special schools. It can greatly meet the physical education needs, physical needs of students with special disabilities, and improve physical fitness and personality. Enhance social adaptability [1]. China's school-specific sports education has a late start and slow development. It is still at the stage of passive influence and spontaneity, and cannot guarantee the sports education rights of special students. China's Hong Kong, Macao and Taiwan regions have the same oriental cultural background and social attributes as the mainland region, but their school adaptive physical education has absorbed a lot of Western European and American cultural and educational elements. Educational theories and teaching practices have been applied and tested. The most important component of physical education in ordinary schools is to make a comparative study of its regional development, with a view to carrying out adaptive physical education for ordinary schools and special schools in mainland China, establishing special physical education in mainland China, and developing special physical education teachers. The certification standard system and the establishment and improvement of the relevant school adaptive physical education discipline system, the development of education for students with disabilities to provide theoretical basis and practical reference suggestions [2].

### Keywords

Adaptive sports; special physical education; Hong Kong, Macao and Taiwan regions.

### 1. Introduction

Today in 2020, under the slogan of promoting national fitness and a strong sports country, the status quo of special sports and special sports education in the mainland of China is much larger than that of foreign countries and more developed regions. At the same time, the document issued by the State Council's "Notice of the General Office of the State Council on Printing and Distributing the Outline for the Construction of a Strong Country in Sports" [3] also mentioned strengthening foreign and Hong Kong, Macao, and Taiwan sports exchanges, serving the diplomacy of the great powers with Chinese characteristics and the "one country, two systems" cause. Deepen sports exchanges and cooperation with Hong Kong, Macao and Taiwan. Actively carry out sports exchanges and cooperation between the Mainland and Hong Kong and Macao to support the development of sports undertakings in Hong Kong and Macao. Actively and steadily carry out cross-strait sports culture and education exchanges and cooperation, and strengthen opinions and suggestions on cross-strait sports exchange mechanisms. To this end, a comparative study of the development status of special sports education in Hong Kong, Macao and Taiwan in terms of the absorption of a large number of European and American cultural elements, education theory and teaching practice, and reference from the mainland region, and draw enlightenment.

## 2. Definition of the Concept of Adaptive Physical Education

### 2.1. Disabled Students

"Disabled student" [4] refers to a person who has previously required special education and related special education measures due to a significant physical or psychological disorder, including mental retardation, hearing impairment, visual impairment, language impairment, physical disability, Physically ill, severe emotional disorders, learning disabilities, multiple disorders, autism, retarded development and other significant disorders for a total of 12 categories of students.

### 2.2. Adapt to Sports

"Adapted physical activity" [4] (Adapted physical activity) originated in the United States: a variety of programs designed to adapt to the interests, abilities, and limitations of students who cannot safely or successfully participate in general physical education courses. Its content is non-limiting, developmental games, sports and rhythmic activities. This definition is based on an educational perspective rather than medicine and has a broad curriculum orientation.

With the development of history, adaptive sports has continuously enriched and developed its own theoretical system. In terms of education, the development of adaptation to sports always advances with the development of special education. Special education originated in Europe but flourished in North America. American special education is a latecomer. With its advanced education philosophy, strong legal guarantee, and democratic management methods, it has won widespread attention from researchers and practitioners of special education. The formal special education in the United States started more than half a century earlier than China, and it has accumulated rich and valuable experience in both theoretical construction and practical strategy planning. But as Nakosteen, an American historian of education, points out, "Not knowing the past is not only meaningless now, but hopeless in the future." It is true.

### 2.3. Adapt to Physical Education

Adaptive physical education [5] includes two levels of meaning: Adaptive physical education in the narrow sense refers to physical education for special students in ordinary schools that adapts to their right to enjoy physical activities; adaptive physical education in the broad sense Environment and resource allocation, so that the physical ability of sports is significantly lower than that of normal peers (including people with disabilities, obesity, mental retardation, the elderly and people who ignore exercise), and they can participate in various sports activities on an equal basis with ordinary people So as to improve physical and mental health, quality of life, and normal social integration activities.

## 3. Comparison of the Development of Adaptive Physical Education Between Hong Kong, Macao and Taiwan

After researching and compiling data on the development of adaptive physical education in Hong Kong, Macao, and Taiwan, we can know that although Hong Kong, Macau, and Taiwan have actively carried out adaptive physical education in schools, and have achieved good results [6]. However, there are still some differences between the three. The author of this article compares the development of adaptive physical education in schools in Hong Kong, Macao, and Taiwan from five aspects, including policies and regulations, educational concepts, educational methods, government support, and professionalization of teachers. Make a good study of their development status, and provide a reference for the development of adaptive physical education in schools in mainland China.

Hong Kong, Macao and Taiwan regions have their own advantages in terms of policies, regulations, education methods, and government support. The three regions have basically the

same government support. All local education departments have provided certain financial support for school adaptive physical education [7]. The differences mainly exist in policies and regulations, education methods, and professionalization of teachers. Hong Kong and Macau mainly include special physical education regulations in special education regulations, while Taiwan has special schools and adaptive physical education policies and regulations. Provided detailed and specific laws and regulations on adaptive physical education, so that school adaptive physical education can be carried out in a more specific and targeted manner. In terms of education methods, Taiwan is more targeted and it is more important for the development of adaptive physical education in schools. More specific, closer to the concept of adaptive physical education in the United States, while Hong Kong and Macau are closer to Europe in terms of educational concepts and closer to integrated education. At the same time, in terms of teacher professionalization, the relative training content and form of Hong Kong and Macao are relatively close, while the training form of Taiwan is more abundant and more close to the needs of special teachers. There are special education talents and teachers of adaptive physical education.

#### **4. Contrast the Development Status and Conclusions of Special Physical Education in Mainland China**

In the mainland of China, in the 1980s, the "study in class" policy was introduced in ordinary schools. The earlier teaching of special physical activities was called special physical education. From the beginning of the 21st century, the concept of adaptive sports was used [8]. Although we pay attention to the introduction of western developed education models and training methods, they have not formed a unique and localized theoretical system and practical experience, and there is still a large gap between Hong Kong, Macao and Taiwan. To this end, the author will introduce the adaptive physical education in mainland schools from the five aspects of policies and regulations, government support, educational concepts, educational methods, and professionalization of teachers, and compare it with the status of special physical education development in Hong Kong, Macao, and Taiwan.

1. In terms of policies and regulations, so far, China does not have a law or regulation specifically for adaptive physical education, and it has no requirements for teacher training, curriculum models, teaching methods, teaching content, assessment and evaluation of adaptive physical education in schools [9]. Compared with Hong Kong, Macao and Taiwan regions, the following deficiencies exist: (1) The guiding ideology is backward. Many policies and regulations directly stipulate that disabled or special students can be exempt from physical education, which runs counter to the concept of integrated education. (2) The target is unknown and the content of the provisions is inconsistent. First, the mainland's special education targets did not include all those with special physical education needs, which led to some students being ignored by policies and regulations. Second, the "School Sports Work Regulations" stipulated that special students can be exempted from physical examinations and cooperate with the "Provisional Measures for Juveniles to Work in Classes" stipulates that the requirement for "disabled students to study and work with ordinary students and achieve comprehensive development in moral, intellectual, and physical aspects" contradicts the requirements. (3) General legal measures and lack of operability. As a result, adaptive physical education in schools in mainland China is in a situation where students can learn or not learn, and they can also study in class or set up a physical education and health course, and most of the adaptive physical education teachers in China have never participated in any training or advanced education [10]. (4) The level of legislation is low, and the legal system is incomplete. Existing laws and regulations are related to special education policies or school sports policies, and there are no substantive or operational legal provisions.

2. With regard to government support, although the mainland has stipulated that special education funding should be raised from multiple sources (including state funding, local government investment, and social contributions), and it is stipulated that the local government is mainly responsible for it. However, most regions do not have a regular appropriation system. In addition, the continent's adaptive sports education volunteer support system is still in a blank state, causing special students to want to participate in sports activities, but they cannot receive corresponding support and services. Compared with the government support measures in Hong Kong, Macao and Taiwan, there are obviously many places in the mainland that still need to be improved.

3. In terms of educational methods, the mainland area began to implement the policy of studying in class in the 1980s, which marked that the mainland area began to try to integrate education. However, compared with Hong Kong, Macao and Taiwan regions, the following problems still exist:

First, it only considers the number and enrollment rate of special students attending classes, and ignores the equality and efficiency of students' enjoyment of the education process; second, there is no relevant teaching system and standards in physical education, and even agrees that special students are exempt from physical education Classes have led to a low level of physical education for special students in ordinary schools for a long time. Third, there is a shortage of adaptive physical education teachers in schools and a low level of research. Without a specialized postgraduate course and talent training program for adaptive physical education, it cannot meet the physical education needs of 9 million children with special disabilities in the mainland [11].

Generally speaking, the mainland region urgently needs to learn from the adaptive physical education curriculum construction experience and talent training programs in Hong Kong, Macao, and Taiwan, and establish its own adaptive physical education curriculum framework and high-level, professional talent team construction program.

4. In terms of education concept, starting from the 1980s, enrolling in classes is a mode of integrated education with Chinese characteristics, and it is also the main form of special education in China. Later, after 2000, influenced by advanced western educational thoughts, "integrated education" and "inclusive education" were promoted in the mainland, but their implementation was not ideal. In some parts of the mainland, the type of disability and psychological characteristics of students with disabilities have been considered, and the teaching style and content of physical education have been adjusted according to the type of disability of the students. Although it reflects humanistic care, this adjustment is based on teachers' subjective attempts and has no scientific basis Unfairness is inevitable during the implementation process. Therefore, the issue of the physical education curriculum and scientific physical education concept for the special needs of special students is a difficult problem to be solved in special physical education.

5. In terms of professionalization of teachers, at present, the special education teachers in our country are constantly growing, and the quality of teachers and professional levels have made great progress. But we have to admit that the current level of special education teachers in China is difficult to meet the actual educational needs. 1. There are not enough teachers in special education schools. At this stage, whether it is compulsory, vocational or continuing education, there is a shortage of special education teachers [12]. 2. The quality of teachers in special education schools is low. Teachers' quality is a key factor affecting the effectiveness of education. At present, the quality of teachers in special education in China needs to be improved. In terms of teacher specialization, the low level of knowledge, low professional ability, and backward teaching technology are the salient features of the existence of special education teachers in China. Due to the lack of corresponding majors and curriculums, the institutions that train teachers in special schools in China often lack the knowledge and skills in this area.

Therefore, it has certain difficulties in rehabilitation education courses, basic cultural education courses, and labor skills education courses in special education schools. In terms of educational experience, some teachers transferred from general schools and had no previous special education experience; some teachers have just graduated and have not received professional training. In the face of special children with significant individual differences, they seem powerless. In the face of teacher development, teachers have fewer training opportunities, participate in training in a single form, and the content of training does not match actual needs. The development of special physical education teachers in mainland China is facing difficulties, and it is difficult to meet the education and rehabilitation needs of special students, resulting in insufficient self-efficacy of teachers [13].

To this end, we should learn from Taiwan 's advanced experience and offer adaptive undergraduate or graduate education in sports and human science majors in colleges and universities to meet the needs of adaptive physical education professionals. Secondly, we must promote the admission system of adaptive physical education teacher qualifications in accordance with international practice.

Third, promote the dual certificate system, that is, teachers engaged in adaptive physical education can not only obtain the qualification certificate of adaptive physical education teachers, but also participate in the qualification examination of ordinary physical education teachers, obtain the qualification certificate of ordinary physical education teachers, thereby expanding employment channels and attracting Many students choose the direction of adaptive physical education.

## **5. Strategies for the Development of Adaptive Physical Education in Schools in Mainland China**

1. We must increase government support, although the mainland has stipulated that special education funding (including state funding, local government investment, and social donation) should be raised from multiple sources, and that local governments are mainly responsible. However, most regions do not have a regular appropriation system. In addition, the continent's adaptive sports education volunteer support system is still in a blank state, causing special students to want to participate in sports activities, but they cannot receive corresponding support and services. Therefore, relevant government departments must provide policy guidance and favorable support for the development of special sports education and the development of welfare services for the disabled in the country. At the same time, public and private ordinary or special schools should be encouraged to add medical, rehabilitation and teaching assistants to raise scientific guidance standards.

2. Transform traditional traditional physical education concepts. School adaptive physical education requires that under the concept of integrated education, students with disabilities have the right to enjoy physical education with ordinary students in ordinary schools. Studying in class is an integrated education model with Chinese characteristics, and it is also the main form of special education in China. The National Fitness Program (2011-2015) issued by the State Council clearly states that special education institutions and ordinary schools should pay attention to sports work for students with disabilities, and provide sports fitness and rehabilitation programs suitable for students with disabilities [14]. Adaptive physical education is a normal part of school education, but different from traditional special physical education, it emphasizes the difference between students with disabilities and the interaction between students with disabilities and the school and the community environment. The concept of traditional physical education needs to be changed and integrated education Thoughts, provide resources for adaptive physical education, open up the environment that

hinders adaptive physical education, and provide more help for students with disabilities to participate in physical exercise, so as to grow better.

3. To adapt to the laws of physical education, we should actively refer to the advanced experience in Hong Kong, Macao, and Taiwan, and formulate and improve laws and regulations related to physical education for special groups. Only in this way can we promote the development of adaptive physical education in schools and truly protect the physical education of students with disabilities. right. China has not yet promulgated a special law on special physical education, and the provisions on physical education of students with disabilities are scattered among various laws and regulations. Due to the lack of attention to the right of students with disabilities to enjoy physical education, no organic connection has been formed. And integration, schools and educational institutions cannot use legal weapons to protect the physical education rights of students with disabilities, and it is imperative to enact special sports laws.

4. Improve the teaching quality of adaptive physical education and increase the intensity of subject research. To improve the teaching quality of adaptive physical education, we should first establish a discipline system of adaptive physical education. The concept of adaptive physical education has been adopted internationally. China should transform traditional special physical education into an independent adaptive physical education specialty. Strengthen scientific research on adaptive sports, so as to better deal with physical activity and sports-related problems of special populations.

Secondly, at present, China's special education is vigorously developing the policy of studying in class under the background of integrated education. Schools should take the initiative to accept students with disabilities and allow students with disabilities to participate in sports activities in an accessible environment together with ordinary students. This requires schools to Have the environment and resources to optimize, adjust the traditional physical education teaching process, and update the physical education teaching concepts and methods. Third, send adaptive physical education teachers to go out to study and visit, and strengthen exchanges and cooperation with foreign countries. The actual needs of school physical education of disabled students in China and the shortcomings of adaptive physical education have formed a great contradiction. We should actively learn from foreign advanced experience and increase the investment and research on school adaptive physical education in accordance with China's national conditions. Finally, establish an adaptive physical education guidance agency, provide equipment and materials for adaptive physical education, conduct teaching consultation, and provide individualized rehabilitation services.

5. Promote the professionalization of adaptive physical education teachers in the mainland. The speciality of adaptive physical education determines the professionalism of adaptive physical education teachers. At present, there is no special adaptive physical education major in China. It is generally established under the special education major. The direction of physical education. The number and quality of adaptive physical education teachers are obviously insufficient, which seriously hinders the development and professionalization of adaptive physical education. First of all, we should learn from the advanced experience of Hong Kong, Macao, and Taiwan, and offer adaptive undergraduate or graduate education in sports and human science majors in colleges and universities to meet the needs of adaptive physical education professionals. Secondly, we must promote the admission system of adaptive physical education teacher qualifications in accordance with international practice. Third, promote the dual certificate system, that is, teachers engaged in adaptive physical education can not only obtain the qualification certificate of adaptive physical education teachers, but also participate in the qualification examination of ordinary physical education teachers and obtain the qualification certificate of ordinary physical education teachers, thereby expanding

employment channels and attracting more Many students choose the direction of adaptive physical education [15].

6. In reforming and innovating physical education teacher training programs in China, the suggestions are to integrate general physical education courses with special physical education courses and improve the curriculum system. Innovate the training model of special sports teachers. Fundamentally improve the predicament of the training of special sports teachers in China. The curriculum system is based on the physical education curriculum, including special education general courses and special physical education core courses. And coordinate resources and develop cooperatively. Horizontal cooperation between universities, colleges, and special middle and primary schools is implemented. Students of physical education majors must complete credits for special physical education courses. Colleges and universities regularly hire professional teachers of special education schools to provide training on physical education knowledge and skills for teachers of physical education. Finally, students of physical education are encouraged to participate in special physical education teaching practice, master special physical education teaching methods and learn from special education experience. Establish a special physical education teacher certification system.

At the same time, attention is paid to the connection of pre-employment training, on-the-job training and post-service training for special physical education teachers. Keep up to date with special sports knowledge and skills. Encourage the dispatch of adaptive physical education teachers to go out to study and visit, and strengthen exchanges and cooperation with foreign countries. And should actively learn from foreign advanced experience, combined with China's national conditions, increase investment and research in school adaptive physical education [16]. It also establishes adaptive physical education guidance institutions, provides equipment and materials for adaptive physical education, conducts teaching consultation, and provides individualized rehabilitation services.

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