

Local Knowledge of Sports Integration Education*

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This study aims to understand public physical education teachers' cognition of inclusive sports in Chinese universities, and to further explore the practical significance and theoretical enlightenment of this specific cognition. This research adopted the TMTIES scale to measure, and then, based on grounded theory, selected 30 physical education teachers from six national universities (the first batch of inclusive demonstration universities), for in-depth interviews. The study found that these teachers' cognition of inclusive sports in universities mainly consists of four dimensions: the instinct and value of inclusive sports, challenges of implementing inclusive sports, teaching implementation and evaluation of inclusive sports, and improvement of teachers' skills in the process of implementing the inclusive sports. It is necessary to expand the professional talent training path of inclusive sports and build a multidimensional student safety guarantee system to promote the high-quality development of inclusive sports.

Keywords: inclusive sports, universities, public sports teaching, local cognition

Introduction

Inclusive education (Ainscow, 2005) (also known as inclusion) is a new and special education theory after the concept of “back to the mainstream” education, and its core connotation is to set different learning objectives based on the different characteristics of students, and to carry out teaching activities based on the environments and teaching methods that are specially designed (Zhao, 2005). The ultimate goal is to include the students with special needs in the mainstream of education and social life (Yang, 2015). Therefore, under the concept of inclusive education, the learning paths and goals are different for ordinary students and students with disabilities, because of their different characteristics (Vlachou & Papananou, 2018). While the traditional teaching model like “score-only” is broken down (Guan, Hu, Xie, & Han, 2019), the educational concepts of “tailoring the teaching method to each individual's unique situation” and “happy learning” will gradually take the mainstream (Guo, 2014). According to “The 14th Five-Year Plan of National Economic and Social Development of the People's Republic of China and the Outline of the Vision 2035”, we should “promote the full coverage of education for children and adolescents with disabilities of school age and improve the quality of special education” (Communist Party Member (Hebei), 2020). With the implementation of the concept of inclusive education, more and more students with disabilities will enter all kinds of institutions of higher education and receive education (Valle-Florez, Fuertes, Baelo, & Garcia-Martin, 2021), which is bound to promote the in-depth reform of curriculum

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(Lima & Aparicio, 2019), teaching content and teaching implementation in higher education institutions. The inclusive sports is one of the important components of inclusive education (Yang, 2015). According to the relevant concepts and connotations and extension of inclusive education (Deng & Zhao, 2019; Qi, Yu, & Shao, 2020), we believe that inclusive sports refers to the practical process of students with disabilities integrating into normal physical education class, participating in physical activities, and performing physical exercise. It advocates that students with disabilities are not limited to special education institutions to participate in physical education courses, but participate like normal students in various schools at all levels (Vlachou & Papananou, 2018).

As we all know, physical education is quite different from other disciplines: Its teaching form is mainly physical activities, the process is mainly through motor skill practice, and its goal is to master a certain motor skill. However, due to the subpar physical function and activity ability, students with disabilities often perform poorly in the practice of physical education teaching (O'Connor & McNabb, 2021). At the same time, many studies at home and abroad have shown (Qi et al., 2020; Wang, Sun, & Yang, 2020) that moderate physical exercise is of great significance to the life and study of students with disabilities. In view of this, physical education should be regarded as the “first to reform” in the inclusive education. Through the plans of adjusting the physical education curriculum and optimizing the allocation of teaching resources (Sheenko & Ryzhkova, 2021), guaranteeing students with disabilities’ rights to physical education, and taking it as a chance to bring the special education courses to the mainstream education system, the physical education will become one of the important measures for the new round of education and teaching reform and development in colleges and universities.

By combing through relevant literature at home and abroad, we know that the current research on inclusive sports by scholars is still in its infancy. The research content focuses on the topics like theoretical connotation of inclusive sports (Chen, Luo, & Huang, 2012), the protection of sports rights of students with disabilities (Wang & Cao, 2014), and the talent cultivation of inclusive sports teaching (Liu & Zhang, 2015; Wang & Liu, 2017) and so on. The research object is concentrated on the youth group, and there is little research on inclusive sports in institutions of higher learning and there is even less research on the perception of teachers of public physical education courses to the inclusive sports in institutions of higher learning. Since teachers are the specific executors of curriculum teaching, teachers’ understanding and implementation of inclusive education will determine the success of the reform of university inclusive education (Cascone, De Cesare, & D’Elia, 2020). Therefore, this paper focuses on the direct implementer of public physical education teaching—public physical education teachers. Through the perspective of their basic cognition and practical experience, this paper will choose TMATIES (Mahat, 2008) to measure and utilize the grounded theory to explore the cognitive understanding of public course teachers in institutions of higher learning on inclusive sports, and further explore the practical significance and theoretical enlightenment implicated in such specific understandings.

Strategies

This study mainly uses the mixed study.

First, it is measured by TMATIES. TMATIES is a measurement tool based on the theory of attitude structure, which meets the requirements of psychometric characteristics, and takes the current status of inclusive education and children with disabilities into account. It meets the requirements of the project response theory and the progress measurement theory, and has high reliability. It is a statistical scale to measure teachers’ attitudes towards inclusive education, which is mature and widely used.

Then, qualitative research methods are adopted, which is based on description and analysis, through interaction with the research object, and to construct their behavior and meaning, and obtain the interpretive understanding and pay attention to the particularity of the research object's individual experience at the same time (Wang, 2015). Generally speaking, qualitative research methods are superior to other research methods in the way of data collection, the way of theory formation and the perspective of understanding. Among them, the famous "grounded theory" is a bottom-up theory building method. Its main feature is that it does not make assumptions before research, but relies on open, associative, and selective three-level coding. Based on the data collection, it looks for the core concepts that can reflect the phenomenon, and build the theory by establishing the connection in the different concepts.

Subject

First, the stratified sampling survey was conducted in the form of a questionnaire survey in six universities, including Sichuan University, Beijing Union University, Changchun University, Nanjing Normal University of Special Education, Zhengzhou University of Technology, and Wuhan University of Technology. The reason why they were chosen is that these six universities all belong to the first batch of inclusive demonstration universities in the country, which has accumulated a certain amount of practical experience in inclusive sports. Finally, 84 samples were collected.

Table 1

Number of Years Teaching, Gender and Age of Participants

	n	%
Gender		
Female	36	42.9%
Male	48	57.1%
Age		
Less than 35 years	52	61.9%
36-50 years	24	28.6%
51 years and above	8	9.5%

Second, by combining purposeful sampling (that is, selecting the sample that can provide the greatest amount of information for the research problem according to the research purpose) and convenience sampling, 30 teachers of public physical education in the above six universities' first-line physical education were selected as interview subjects, and in-depth interviews were conducted.

Methods

The study was conducted in two phases.

The first stage: 84 samples were collected by random sampling of questionnaires, the measurement data were analyzed by SPSS26.0, and descriptive statistics were adopted to analyze the different performances of teachers in attitude towards inclusive education, cognition, emotion, and behavior; independent samples T-test was adopted to analyze teachers of different genders' multi-dimensional attitudes towards inclusive education; analysis of variance was adopted to analyze the multidimensional response of teachers of different age groups' multi-dimensional attitudes towards inclusive education.

The second stage: First, 27 front-line teachers of public physical education were interviewed and the relevant valid texts were obtained through semi-structured interview, and the text is encoded and analyzed through

NVivo12 software. In order to ensure the rigor of the research, after all coding was completed, the researcher chose three first-line physical education teachers to conduct the interview study again. The results did not show any new coding, which indicates that the obtained coding content has reached saturation and this research is of certain credibility and validity.

Measurement-based research.

1. Descriptive analysis based on teachers' cognition, emotion and behavior:

Table 2

Descriptive analysis based on teachers' cognition, emotion and behavior

The descriptive statistics							
	Number	Range	Min	Max	Total	Mean	Standard Deviation
Cognition	84	19	7	26	1,521	18.11	3.101
Emotion	84	21	10	31	1,753	20.87	4.656
Behaviour	84	16	6	22	1,158	13.79	3.637
Number of valid cases (in columns)	84						

2. Taking gender as the observed value, the independent sample T-test was conducted on the multidimensional attitudes of different teachers in inclusive education. The null hypothesis is taking gender as the observed value, and there is no significant difference in the multidimensional attitudes of teachers of different genders in inclusive education.

Table 3

Descriptive analysis based on teachers of different genders

The group statistics					
	Gender	Number	Mean	Standard Deviation	Standard error mean
Total	1	48	54.33	6.319	0.912
	2	36	50.67	8.747	1.458

Table 4

Analysis of multi-dimensional attitude cognition of teachers of different genders

The independent sample test									
		Levine test for equivalence of variance				T-test for equality of means			
		F	Significance	t	DOF	Sig. (2-tailed)	Mean differences	Standard error difference	95% confidence interval
									Min Max
Total	Equal variances assumed	3.124	0.081	2.231	82	0.028	3.667	1.643	0.398 6.936
	Equal variances not assumed			2.132	60.821	0.037	3.667	1.720	0.228 7.106

Multi-dimensional attitude cognition of teachers of different genders in inclusive education is: $0.028 < 0.05$, rejecting the null hypothesis; there are significant differences in multi-dimensional attitudes of teachers of different genders in inclusive education, and the degree of inclusion of male teachers is higher than that of female teachers.

3. Taking age as the observation value, a variance test was carried out on the multidimensional attitudes of different teachers in inclusive education. The null hypothesis took age as the observed value, and there is no significant difference in the attitudes of teachers in different age groups in inclusive education.

Table 5

Multidimensional attitude cognition of teachers of different ages

ANOVA					
Total					
	Quadratic sum	DOF	Mean square	F	Significance
Inter-group	94.786	2	47.393	0.810	0.448
Intra-group	4,736.452	81	58.475		
Total	4,831.238	83			

Multidimensional attitude cognition of teachers of different ages in inclusive education is: $0.448 > 0.05$, and the null hypothesis is accepted. Taking age as observation, there is no significant difference in different groups of teachers in the multidimensional attitude of inclusive education.

4. Taking whether they have received professional inclusive education or participated in disability-related activities as the observation value, an independent sample T-test was conducted on the multidimensional attitudes of different teachers in inclusive education, and there was no significant difference in the multi-dimensional attitudes of inclusive education.

Table 6

Analysis of whether teachers have relevant experience

The group statistics					
	Whether received inclusive education or participated in disability inclusion and disability assistance activities	Number	Mean	Standard Deviation	Standard error mean
Total	Yes	34	56.09	5.311	0.911
	No	50	50.50	8.167	1.155

Table 7

Analysis of whether different teachers have relevant experience

Independent sample test									
		Levine test for equivalence of variance				T-test for equality of means			
		F	Significance	t	DOF	Sig. (two-tailed)	Mean differences	Standard error difference	95% confidence interval
									Min Max
Total	Equal variances assumed	3.657	0.059	3.513	82	0.001	5.588	1.591	2.424 8.753
	Equal variances not assumed			3.799	81.877	0.000	5.588	1.471	2.662 8.514

Different teachers who have received inclusive education or participated in disability inclusion and disability assistance activities or not, in the cognition of multidimensional attitude in inclusive education: $0.001 < 0.05$, and the null hypothesis is rejected. There are significant differences in multidimensional attitudes of different teachers in inclusive education. The realization of the degree of inclusion for the teachers who have received inclusive

education or participated in disability inclusion and disability assistance activities is significantly higher than that of teachers who have not.

The interview-based research. The researcher has considered the purpose, questions, and characteristics of the object of the research comprehensively, then designed a semi-structured interview outline, and pretested before the formal interview to ensure the reliability and validity. During the interview process, the researcher can handle the interview questions flexibly according to the actual situation, rather than be limited to the sequence of the interview outline. At the same time, the researcher has a certain degree of control on the interview structure, which can make the interviewed teachers to participate in the interviews actively and give their own questions.

The semi-structured interview outline is mainly around the following five questions:

1. How do you understand the essence of inclusive education? That is, why implement inclusive education?
2. What is the meaning and value of inclusive sports? That is, how to understand the role and function of inclusive sports in the new era?
3. In the face of special student groups, how to promote teaching activities and carry out teaching evaluation?
4. In the context of inclusive education, how should college teachers improve their self-awareness of inclusive sports?
5. What are the main difficulties or challenges in implementing inclusive sports on the basis of the current physical education teaching?

The interview was implemented from October 11, 2020 to May 20, 2021. The main form is personal interview, and the average interview time is 30 minutes. Due to geographical restrictions and the need of prevention and control during the COVID-19, in addition to face-to-face interviews, this interview also adopted methods like telephone, WeChat, and so on. Besides, the researcher has recorded the interview process with the consent of the respondents. After the interview, the researcher converted the audio data into word text data, and randomly selected 22 copies (T01-T22) for coding analysis. The remaining three interview records were reserved for theoretical saturation testing.

The original interview data were coded with the help of NVivo 12 software, that is, to import the 22 Word text data that were sorted out into NVivo 12 software, and code the text data from bottom to top by the grounded theory research paradigm. First, pre-encode the text data to clarify the meaning of words, sentences, and paragraphs, find out the theme concepts of teachers' understanding to the inclusive sports, and preliminarily name the meanings and mark them as free nodes. There are a total of more than 300 free nodes formed from precoding. After the researchers formally encoded these nodes, 178 free nodes were finally formed. Secondly, the researchers associated the 178 free nodes obtained from the open coding, and 11 nodes were formed and marked as tree nodes after repeated comparison, analysis, and integration. Finally, on the basis of relational coding, the researchers took a further step to select the "core categories" for coding, and finally four core categories were determined: the essence and value of inclusive sports, the challenges of implementing inclusive sports, the teaching implementation and evaluation, and improvement of teachers' skills in the implementation of inclusive sports.

Analysis and Discussion

Cognition of Inclusive Education

Physical education teachers' multidimensional attitude towards inclusive education. Teachers' multidimensional attitude in inclusive education mainly shows in three aspects: cognition, emotion, and behavior. The teachers' performances in these three dimensions are manifested as $18.11 \pm 3.1.1$, 20.87 ± 4.656 , 13.79 ± 3.637

respectively. Teachers' attitudes in the dimension of emotion and cognition are superior to behavioral dimensions, which shows that many teachers accept the concept of inclusive education and emotionally agree with the needs of special groups for inclusive education, but there is still some degree of resistance in the dimension of behavior.

Taking gender as the observed value, through the independent sample T-test, it is found that there is no significant difference in the multidimensional attitudes of teachers of different genders in inclusive education. The male teachers were 54.33 ± 6.319 and the female teachers were 50.67 ± 8.747 , which indicates that the recognition of the male teachers' multidimensional attitude towards inclusive education is higher than female teachers', which is inconsistent with our traditional perception that female teachers are more perceptual and inclusive.

Taking age as the observed value, it is found that there is no significant difference in the multidimensional attitudes of teachers of different age groups in inclusive education by variance test.

Taking whether the subjects have received professional inclusion education or participated in disability inclusion and disability assistance activities as the observation value, through independent sample T-test, it is found that there are significant differences in the multidimensional attitudes of different teachers in inclusive education, and the teachers who have received relevant training or participated in relevant activities are 56.09 ± 5.311 , and 50.50 ± 8.167 for the teachers without relevant experience. In terms of the realization of the degree of inclusion, teachers who have received inclusive education or participated in disability inclusion and disability assistance activities are significantly higher than teachers who have not. It shows that it is very necessary to carry out special training for inclusive education among front-line physical education teachers.

The essence and value of inclusive sports. Regarding the significance of physical education to students with disabilities, several teachers expounded their views from different perspectives, such as: "Promoting the physical and mental health of students, and the realization that physical education cultivates talents are the original intention of physical education" (T01); "Sports education is at the top of the Five Disciplines, which can not only strengthen the bodies, but also cultivate the spirits. Combined with the ideological and political curriculum, we should explore the athletic talent and athletic hearts, understand the meaning of teamwork, and cultivate students' patriotism, collectivism, socialist spirit and the quality of the will to forge ahead and struggle tenaciously through sports participation" (T10); "Let life bloom equally, and the world that loves sports has no disabilities, which is also the meaning of the Paralympic Games" (T17); "In fact, the purpose of inclusive education is not to benefit teachers, but can truly meet the long-term needs of students. And that's why the teaching bachelor who tailors the teaching method to each individual's unique situation may not be conducive to the balanced development of students, though it may be beneficial to teachers' teaching. In other words, there must be two prerequisites to truly implement inclusive education: The first is to meet the special needs of students; the other is to establish a common faith among the members" (T05). In general, the vast majority of teachers believe that physical education teaching has positive significance for the daily life and the future development of students with disabilities.

Challenges of Implementing Inclusive Sports

The sharing channel of student health information is impassable. Students' health information is an important basis for students' health management and the development of various school activities. However, in actual interviews, most of the teachers said that the block of the sharing channel of student health information has created an "information gap" in the development of inclusive sports. "After the freshmen enter universities,

generally they will undergo multiple physical examinations such as physical examinations for the college entrance examination and physical examinations after entrance. In order to fully understand and master the health status of students, many universities have established inclusive student health databases. However, for some reasons, like protect students' personal information and privacy, teachers of public physical education are usually unable to obtain the data" (T8); "When it's without the professional medical examination, public physical education courses generally can only release the notices of course selection for special physical education courses passively, and students with disabilities can only apply for special physical education courses by their disability certificates or the certificate for sick leave by themselves, which can result in the block of the sharing channel of student health information between teachers and students, and it's not conducive to the high-quality promotion of inclusive sports" (T21). Through the author's actual visit and investigation, it is also found that there are problems such as poor sharing channels and low utilization of student health information in most universities in our country. On the basis of ensuring the information security and privacy protection, unblocking the information sharing channels, and making physical education teachers master the first-hand information have become the top priorities for promoting sports inclusion.

The long-term "absence" of the performance management system for students with disabilities. In the students' performance management system, the participation of students with disabilities in physical education is seldom involved, and there is a long-term "absence" of the performance management system for students with disabilities, which have resisted the implementation of inclusive sports in universities. "In order to measure the comprehensive quality of students comprehensively, objectively, scientifically and dynamically, universities have successively implemented the grade point system in recent years. However, if students with disabilities were exempt from physical education courses, it will inevitably affect their grade points. Therefore, for students who are not severely handicapped or limited in mobility, most of them choose to conceal their own real situation and choose easier courses without full communication with the teachers" (T01). In order to improve students' physical quality and cultivate students' sports awareness, many college sports management departments have implemented the teaching concept of "strengthen the quality-oriented education in class" and "process assessment" and promoted students to participate in physical exercise as much as possible during school by improving the participation when students are in or out of class. However, this initiative lacks consideration for the participation of students with disabilities in physical exercise (T14). In a word, although the reform measures of universities such as "grade point system" and "process assessment" have played a positive role in the process of talent training, the lack of comprehensive consideration for the differences between normal students and students with disabilities also makes the implementation of inclusive sports difficult.

The composition and basis of legal liability for accidental injuries are unclear. Due to the limitations of the students with disability's mobility and understanding, they are prone to have accidents during physical exercise. "If teacher imposes certain restrictions on physical education classes because students with disabilities are prone to have accident, it will inevitably weaken students' enthusiasm for physical exercise" (T10); "There can be huge risks and pressures to the parents, the teachers and the university if students with disabilities participate in physical education" (T11); "In the actual teaching practice, the risk sources of student accidents are generally from students, teachers, schools, and the participation of students with disability in physical education classes increases all kinds of teaching risks" (T15); "The lack of the basis for judging the responsibility for accidents in sports class, the lack of regular maintenance of the school's venues and equipment, the lack of implementation of sports accident prevention and treatment plans, and the lack of attention to sports accidental

injury insurance have made the legal liability of the accident unclear for students after an accident occurs in the physical education class, which makes it difficult for students with disabilities to integrate into the physical education class” (T19). Therefore, it is also a great challenge for the development of inclusive sports to effectively avoid the risk of students with disabilities integrating into the physical education classroom, and to give full play to the safe guiding role of teachers in physical education class, and to perfect the relevant laws and regulations to clarify the legal responsibility of students with disabilities for accidental injuries.

The Teaching Implementation and Evaluation of Inclusive Sports

In the teaching implementation of inclusive sports, most universities have carried out some beneficial explorations, but in the end, due to the comprehensive influence of various factors, the development of inclusive sports has not been improved. “In recent years, our school has set up all kinds of physical education courses to be goal, and has opened various and exploratory new sports courses, but in the end, due to the limitation of sports venues and teachers, most of them are transient, and the mainstream courses are still the traditional courses (the Three Big Balls, the Three Small Balls, martial arts and aerobics and so on)” (T07). At the same time, the outdated content of traditional courses also lowers the enthusiasm of students with disabilities to participate in physical exercise in a large part. “Take the martial arts and aerobics courses as an example, the teaching content is mostly Twenty Four Taijiquan and the mass aerobics. It is not only difficult to mobilize students’ interest and enthusiasm for sports participation, but also not suitable for students with disability” (T16). In addition, although in the new round of curriculum reform, the learning methods that students’ autonomy, inquiry, and cooperation is emphasized, in the actual physical education class, the teaching mode of “teacher-led, student-involved” is still prevailing. “Since the learning progress of most students must be taken into account in teaching, generally the lecture-style teaching method is adopted, but this also leads to problems like poor learning effect and low learning enthusiasm for students with disabilities” (T07). Some teachers believe that physical education in universities should reconstruct the evaluation system of “emphasizing process and ignoring results”, but some teachers believe that teaching results will not “play a game”, and pure procedural evaluation may not have a scientific and effective effect on the physical and mental health of students with disabilities. Therefore, the methods and weights used by teachers in teaching evaluation are different.

Improvement of Teachers’ Skills in Inclusive Sports

The inclusive sports is one of the notable signs that focus on extending the physical education quantity to the connotation of improving physical education quality, which requires college physical education teachers to develop in the direction of skills specialization and knowledge diversification. However, at present, from most public physical education teachers in universities, the current situation of physical education teacher training is difficult to meet the basic requirements of the implementation of inclusive sports. “In the stage of the undergraduate study, greater attention has been attached to the development of professional sports skills, while relevant theoretical studies are ignored (such as physiology, anatomy, nutrition, health care, sports injuries, sports rehabilitation, etc.), resulting in insufficient theoretical knowledge of sports; and at the postgraduate period, people mainly explore relevant theoretical and cultural knowledge in one single field, lacking systematic and long-term theoretical learning and opportunities for improve their skills” (T06); “After entering the university, although the school organized a series of training activities, it hardly involved the participation and integration of students with disabilities in physical education class” (T13). In fact, according to the relevant theories of teacher socialization, the training of physical education teachers should go through three stages: preliminary

understanding and adaptation before university, professional training during university, and further improvement after entry. However, according to the analysis of the actual record of the interviews, the attentions of inclusive sports attached in the three stages are not high, resulting in the promotion of inclusive sports making the professional skills and knowledge reserves of physical education teachers stretched.

Strategies and Suggestions for the Implementation of Inclusive Sports in Universities

Open up the Professional Talent Training for Inclusive Sports

From the perspective of inclusive sports, physical education teachers should have professional sports knowledge and skills, but the current training situation in universities is obviously difficult to support the huge demand for inclusive sports talents. Therefore, the concentration should be laid on the following four aspects to open up the professional talent training for inclusive sports: first, further integrating relevant courses and teaching practices on inclusive sports and special education into the current physical education major, so that inclusive sports talents can realize the “dual-track” development; second, focusing on the theoretical research on sports for students with disabilities and improving sports skills, increasing investment and speeding up the development of special physical education disciplines; third, adding the links of sports teaching for students with disabilities in subjects of pre-job training to make sure its pertinence and practicability and improving the physical education major students’ teaching practice level and the ability to accommodate alterations; the fourth is to conduct specialized training on inclusive sports for current physical education teachers, build a platform for exchanges between physical education teachers and inclusive sports experts and scholars, and strengthen the communication among the teachers.

Build Multidimensional Student Safety Guarantee System

Since the safety problems of students with disabilities integrating into physical education mainly include incomplete sports venues and equipment in universities, unclear determination of responsibility for accidents, poor implementation of sports accident prevention and treatment plans, and lack of attention to sports accident insurance and so on, in order to protect the personal safety and interests of all the students, including students with disabilities, a multidimensional student safety guarantee system should be built from the following four aspects: first, regular maintenance of sports equipment, and renovation of venues and facilities to meet the needs of students with disabilities for physical exercise; second, on the jurisprudence basis of clarifying sports accidents, clarify their own security obligations and strengthen the management for student’s safety; third, establish a sports accident prevention and treatment plan, and conduct regular accident prevention and treatment drills; fourth, accept the involvement of sports insurance, and make the risks of students’ sports safety effectively transferred.

Conclusion

Replace the education system that ordinary students and students with disabilities are dichotomized with a unified education system, so that all the students, including students with disabilities, have the right to receive physical education in the least restrictive environment, which is in line with the “people-oriented” educational philosophy, so inclusive sports is indeed a direction worthy of cultivation in the future development of physical education. However, it should also be noted that inclusive sports is not achieved overnight. Only by clarifying the boundaries between inclusive sports and traditional sports teaching models, internalizing the concept of inclusive education that everyone is equal in the process of physical education, opening up the professional

training path for inclusive sports, and building a multidimensional student safety guarantee system, can inclusive sports achieve high-quality promotion of inclusive sports.

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