

Research on the Current Situation and Implement Pathway of Non-special Education of Normal University Students under the Background of Inclusive Education—Take Universities in Jinan as an Example

Zhu Zhuoqun

University of Jinan, Jinan, China

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Abstract: This paper aims at analyze the current state of inclusive education literacy among education students from non-special education majors within the context of inclusive education, using universities in Jinan as a case study, and to explore effective pathways to enhance their literacy. The article first emphasizes the importance of special education and discusses the challenges faced by education students from non-special education majors in inclusive education. The study employed questionnaire surveys and interviews as research methods. Findings revealed that the majority of education students have a moderate level of understanding and mastery of inclusive education, yet there are deficiencies in certain areas, such as knowledge and skills in special education. Moreover, there is a significant positive correlation between inclusive education literacy and attitudes towards inclusive education, and inclusive education literacy can significantly predict attitudes towards inclusive education. The study proposes a series of strategies to enhance the inclusive education literacy of prospective educators, including curriculum design, theoretical learning, practical internships, emotional shaping, and technical training. These findings have guiding significance for educational practitioners and policymakers and provide new directions for future research. Ultimately, the study underscores the importance of enhancing the inclusive education literacy of non-specialized education majors for achieving the goals of inclusive education, improving the well-being of students with special educational needs, and promoting educational equity.

1. Introduction

With the deepening implementation of educational diversification and the philosophy of inclusive education, ensuring that students with special educational needs, including those with autism, have equal access to educational opportunities within the general education environment has become a key indicator of educational equity. This practice not only reflects respect for the principles of educational equity but also provides crucial support for enhancing the social integration capabilities of students with special educational needs. This educational model poses professional skill demands not only on education students from non-special education majors from special education majors but also presents

new challenges to those from non-special education majors. This paper aims to explore how these future teachers, who are prospective educators from non-special education majors, can be trained professionally and practically to promote the comprehensive development of students with special educational needs, such as those with autism, and to effectively implement inclusive education.

2. Literature Review

Inclusive education, as an educational philosophy, emphasizes the integration of students with special educational needs into mainstream educational environments to achieve educational equity. With the promotion of inclusive education, new requirements have been placed on the inclusive education literacy of education students. Previous research on the inclusive education literacy of education students has primarily focused on the following aspects:

Firstly, studies have examined the current state of inclusive education literacy. Research indicates that the inclusive education literacy of education students is generally at a moderate level, with higher scores in areas related to inclusive education concepts and professional ethics, while scores in professional knowledge and skills are comparatively lower [1].

Secondly, factors influencing the development of special skills among education students have been identified. These factors can be categorized into four main areas.

The first is educational background and training; studies show that the educational qualifications of education students and whether they have taken courses related to special education significantly impact their inclusive education literacy [2]. Education students who have received special education training tend to perform better in terms of professional knowledge and skills.

The second factor is school support and resources. The support system within schools is crucial for enhancing the inclusive education literacy of education students. Currently, many higher education institutions face shortage of educational resources and teacher training, resulting in a lack of necessary support for education students in practical teaching situations [3].

The third factor involves family and societal influences. The attitudes of families towards children with disabilities, as well as societal perceptions of inclusive education, also affect the inclusive education literacy of education students. The low acceptance of children with disabilities by parents of typically developing children increases the pressure on teachers who are responsible for inclusive education [3].

The fourth factor is the relationship between attitudes and literacy regarding inclusive education. There is a significant positive correlation between education students' inclusive education literacy and their attitudes towards inclusive education, with inclusive education literacy being a significant predictor of their attitudes [4].

Based on these findings, previous research has proposed several valuable strategies to promote the development of special education skills among education students.

The first strategy is to implement curriculum reform, suggesting the inclusion of courses related to inclusive education in teacher education programs to enhance the theoretical knowledge and practical skills of education students [5].

The second strategy emphasizes the importance of practice-oriented approaches, advocating for practical teaching activities such as simulated teaching and internships to strengthen the special education skills of education students [2].

The third strategy calls for appropriate policy support, urging educational administrative departments to enhance policy backing for inclusive education, thereby providing education students with more learning resources and training opportunities[1].

The fourth strategy highlights the need to strengthen home-school collaboration, improving communication and cooperation with families to enhance parents' understanding and support of

children with disabilities, thus forming a positive educational alliance [2].

Despite the valuable insights provided by previous studies to improve the inclusive education literacy of education students, there remains significant room for development.

The first gap is in the area of special education skills development among non-special education major education students. Existing research has primarily focused on special education major education students or in-service teachers, neglecting the special education skills development of non-special education major education students. These trainees will inevitably encounter students with special educational needs, such as those with autism or attention deficit hyperactivity disorder, in their future teaching practices. However, many non-special education major education students lack relevant special education knowledge and skills, leading to feelings of helplessness when faced with special needs students.

The second gap is the lack of empirical research. Current studies predominantly rely on questionnaire surveys, lacking in-depth empirical research, particularly in engaging with non-special education major education students. While survey methods can provide quantitative data, they often fail to reveal the real experiences and specific challenges faced by non-special education major education students in actual teaching scenarios. Empirical research can utilize case studies, classroom observations, and in-depth interviews to explore the actual performance and psychological states of non-special education major education students when dealing with special needs students.

In conclusion, research on the special education skills development of non-special education major education students is not fully exploited. Future studies should pay greater attention to the special educational needs of this group, conducting empirical research to delve into their confusions and challenges in practical teaching. This will provide actionable strategies and pathways to enhance the inclusive education literacy of non-special education major education students, ultimately contributing to their professional development and the realization of educational equity and the comprehensive development of children with special needs.

3. Method

3.1 Participant

In this study, a convenience sampling method was employed, and the participants primarily consisted of teacher education students from non-special education majors at universities in Jinan. They hailed from various majors and academic years, with a majority being juniors. The selection of junior students was strategic as some universities introduce courses related to inclusive education during the junior year, providing these students with a foundational understanding of inclusive education knowledge and skills. This also reflects the challenges and needs they may encounter in practical teaching applications. Furthermore, junior students have typically completed a certain number of courses in education and psychology, laying a theoretical groundwork for their comprehension and implementation of inclusive education.

Out of 300 students, 290 signed the informed consent forms and agreed to participate in the study, demonstrating a high level of engagement and interest in the research topic. The sample included 58 senior students (19.3%) and 227 junior students (75.6%). The participation of senior students offers insights from those nearing graduation, who may already be contemplating the application of inclusive education concepts and skills in their future teaching practices. Meanwhile, junior students represent a group actively learning and exploring the practicalities of inclusive education.

Five students (1.6%) did not report their academic year information. We addressed the missing values using pairwise deletion, which, given the small proportion of these cases, effectively minimizes bias due to missing data while maintaining the integrity of the sample. This data handling method is common in social science research, especially when dealing with a small percentage of

missing data.

Demographic information of the participants, such as age, gender, academic background, and English learning experience, is crucial for understanding their inclusive education literacy. Such information helps to reveal potential differences in inclusive education literacy among students from different backgrounds and how these differences might affect their attitudes and practices towards inclusive education. Further analysis of the relationship between these demographic variables and inclusive education literacy may provide deeper insights within the study.

3.2 Instruments

This study primarily employed two research instruments to comprehensively explore the current state of inclusive education literacy among teacher education students from non-special education majors.

3.2.1 Survey Questionnaire

The questionnaire encompassed assessments of awareness, knowledge and skills, application, social responsibility, and professional development in the context of inclusive education. It was divided into two sections; one section consisted of quantitative questions regarding the participants' inclusive education literacy, and the other section included open-ended questions designed to gather suggestions from participants on the development of inclusive education literacy.

3.2.2 Interview Protocol

Utilized to delve into the current state of inclusive education literacy among teacher education students from non-special education majors, the interview protocol comprised a series of questions addressing the participants' understanding, practical application, challenges faced, and influencing factors related to inclusive education.

3.3 Procedure

3.3.1 Survey Administration Steps

(1) Survey Design

Based on the research objectives, a survey questionnaire incorporating quantitative questions was designed to ensure the relevance and clarity of the questions. The questionnaire encompassed various dimensions, including awareness, knowledge and skills, application, social responsibility, and professional development in inclusive education.

(2) Pretesting

A pretest was conducted within a small target group to assess the comprehensibility and reliability of the questionnaire. Adjustments were made to the questionnaire based on the pretest results to ensure the validity of the questions and the overall coherence of the survey.

(3) Survey Distribution

The final version of the questionnaire was created in an electronic format for online distribution. The survey was disseminated among the target participants (teacher education students from non-special education majors) through various channels, including email, social media, and university bulletin boards.

(4) Participant Guidance

Detailed instructions for completing the questionnaire were provided to the participants, including the purpose of the survey, the estimated time required, and assurances of anonymity and

confidentiality. Any questions participants might have during the process were addressed.

(5) Survey Collection and Organization

The completed questionnaires were collected within a designated time frame. The collected surveys were then organized, including data entry and cleaning, in preparation for data analysis.

3.3.2 Interview Implementation Steps

(1) Interview Protocol Preparation

Semi-structured interview protocols were designed based on the research objectives, including open-ended questions and potential follow-up queries. The protocol was crafted to delve into participants' understanding, practical application, challenges faced, and influencing factors related to inclusive education.

(2) Participant Selection

Individuals willing to participate in the interviews were selected from the target group, ensuring diversity among participants, including different genders, academic backgrounds, and stages of study.

(3) Interview Scheduling

Interviews were scheduled with the selected participants, determining the time and place based on their convenience, with options for face-to-face, telephone, or video interviews.

(4) Interview Conduct

Before the interview, the research objectives, process, and confidentiality were reiterated to the participants. The interviews were conducted following the protocol, with flexibility to adjust the order and depth of questions based on the actual situation.

(5) Audio Recording and Notes

With the participants' consent, the interview process was audio-recorded for subsequent detailed analysis. Concurrently, field notes were taken to capture non-verbal cues and the flow of the interview.

(6) Interview Data Organization

After the interviews, the recordings were transcribed into textual data. The transcribed texts were then coded and categorized to extract key information and themes.

4. Discussion

This study aims to explore the current status of literacy among education students from non-special education majors from non-special education majors in the context of inclusive education and to explore effective pathways to enhance their inclusive education literacy. Through surveys and interviews with education students from non-special education majors from universities in Jinan, we have gained new insights into their understanding of inclusive education concepts, mastery of knowledge and skills, and practical application. The following discussion is based on the research findings, aiming to place these results against the backdrop of known research questions and to advance the reader's understanding of the research issues.

Our research results show that the majority of education students from non-special education majors have a certain degree of understanding and mastery of inclusive education, but more than 20% of students have little or no knowledge of it. This finding is consistent with the existing literature, which suggests that the inclusive education literacy of education students from non-special education majors is generally at a moderate level [6]. Our study further reveals the specific level of mastery of inclusive education knowledge and skills among education students from non-special education majors, with "moderate mastery" and "substantial mastery" students accounting for 70.18%, indicating that inclusive education has received a certain degree of attention in teacher education. However, nearly 20% of students lack sufficient mastery of inclusive education knowledge and skills, which may pose a challenge to the practical application of inclusive education.

Compared to existing literature, our study provides more specific data support, emphasizing the urgency of enhancing inclusive education literacy among education students from non-special education majors from non-special education majors. The results of our study are consistent with Chen's research, which shows a significant positive correlation between education students from non-special education majors' inclusive education literacy and their attitudes towards inclusive education[7]. Additionally, our study found that education students from non-special education majors hold a positive attitude towards the implementation and promotion of inclusive education, echoing Yang's emphasis on the importance of practical teaching[8].

The innovation of this study lies in its focus not only on the current status of education students from non-special education majors' inclusive education literacy but also specifically on the group of education students from non-special education majors from non-special education majors. This group will inevitably encounter children with special needs in future teaching practices but may lack the corresponding knowledge and skills. Furthermore, our study also explores the personal attitudes and practical application of inclusive education among education students from non-special education majors, which are often overlooked in previous studies.

Although this study provides new insights into the inclusive education literacy of education students from non-special education majors from non-special education majors, it also has some limitations. First, the sample is limited to universities in Jinan and may not fully represent the situation of all education students from non-special education majors. Second, the study mainly relies on surveys and interviews, lacking in-depth empirical research. Future research can expand the sample size and adopt more diverse research methods, such as case studies and long-term follow-up surveys, to obtain more comprehensive data.

5. Conclusion

This study, through empirical surveys and interviews, reveals the current state of inclusive education literacy among education students from non-special education majors. The results show that while most students have some understanding and mastery of inclusive education, a significant portion still lacks in knowledge and skills related to special education. This indicates that despite the promotion of the concept of inclusive education, the inclusive education literacy of education students from non-special education majors from non-special education majors needs further enhancement. The study emphasizes that improving the inclusive education literacy of these education students from non-special education majors is crucial for achieving educational equity and enhancing the well-being of students with special educational needs.

In the introduction, we outlined the challenges faced by education students from non-special education majors from non-special education majors in the context of inclusive education and highlighted the importance of special education. In the conclusion, we not only confirmed these challenges but also proposed specific strategies to address them. These strategies include curriculum design, theoretical learning, practical internships, emotional shaping, and technical training, aiming to comprehensively enhance the inclusive education literacy of education students from non-special education majors to better meet future teaching challenges.

If these enhancement pathways are realized, we anticipate the following positive outcomes: Firstly, students with special educational needs will receive higher quality education as they will be taught by teachers equipped with the philosophy and skills of inclusive education. Secondly, educational equity will be further promoted, as all students, regardless of their abilities, will have the opportunity to receive equal education. Lastly, societal inclusiveness will be enhanced, as the promotion of inclusive education will foster understanding and respect for diversity. These outcomes will lay a solid foundation for building a more inclusive and equitable society.

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